DOCUMENT RESUME

ED 097 200 SE 018 148

AUTHOR	Herr, Philip B.; And Others
TITLE	Ecologue/Cambridgeport Project. Final Report.
INSTITUTION	Massachusetts Inst. of Tech., Cambridge. Dept. of Urban Studies and Planning.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Office of Environmental Education.
PUB DATE	Dec 72
GRANT	OEG-0-71-4601
NOTE	103p.
EDRS PRICE	MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS	*Action Programs (Community); *Community Action; Community Programs; *Environmental Education; *Environmental Research; *Program Descriptions; Reports

ABSTRACT

This project was a community environmental education effort undertaken in an urban neighborhood, aimed at enhancing the understanding residents have concerning the social and spatial structure of their neighborhood, and thereby improving their ability to act effectively for environmental change. Nearly 100 residents participated in a four-month program of structured dialogue about the neighborhood utilizing photo-reconnaisance, mapmaking, gaming, and other devices to develop and communicate understandings. The hoped-for diversity of residents was successfully engaged and retained during the project. Included with the description and background of the program, this report describes the methods and procedure used in the three phases of the program, selection, analysis, and community interaction. Results, conclusions and recommendations are reported. (Author/EB)

ED 097206

Final Report
OEG-0-71-4601

ECOLOGUE/CAMBRIDGEPORT PROJECT

Philip B. Herr, Project Director
Stephen Carr
William Cavellini
R. Philip Dowds
Department of Urban Studies and Planning
Massachusetts Institute of Technology
77 Massachusetts Avenue
Cambridge, Massachusetts 02139

December, 1972

The research reported herein was performed pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education

Office of Environmental Education

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SE 018 148

CONTENTS

INTRODUCTION

METHODS AND PROCEDURES
Phase I - Selection and Recruitment
Phase II - Analysis and Dialogue
Phase III - Community Interaction

RESULTS

CONCLUSIONS

RECOMMENDATIONS

APPENDICES

INTRODUCTION

In fall, 1969 a group of MIT students and faculty began discussing an innovative approach to engaging neighborhood residents in planning for their own urban environment. Over the next two years they worked with a small number of residents of Cambridgeport, a heterogenous neighborhood of Cambridge adjacent to MIT, in developing that approach and in organizing and training to carry it out. In fall, 1971, a major trial of the approach was made possible by a grant from the Office of Environmental Education, help from M.I.T., and a small grant from the City of Cambridge.

The approach was based upon a number of central beliefs. First, effective participation in environmental planning depends upon understanding and ability to communicate that understanding. Second, residents are uniquely able to understand their own neighborhood in a way outside technicians never can, but they need an opportunity to analyze and objectify their own experience before being able to effectively communicate it. Third, residents also need an opportunity to develop communications methods in idioms useful to political dialogue. Fourth, passive reliance on volunteerism brings only selective participation, but a carefully designed active identification and recruitment program can greatly broaden the usual range of community participants. Fifth, non-verbal techniques such as photo-reconnaisance and map-making can bridge differentials in participant skills and promote effective communication. Sixth, carefully constructed processes can sufficiently engage interest that it is not necessary to use issues as a mobilizing device: issues can be allowed to grow out of rather than dictate the process.

A dozen neighborhood residents were hired as quarter-time community planning aides (CPA's), and together with a similar number of students in an MIT graduate planning course, provided the "staff" for the program, whose professional staff numbered four, all part-time. A careful selection and recruitment process ultimately engaged seventeen groups of 4-6 residents each, eighty residents in all, who then participated in a four-month program of study, analysis, and dialogue, initially doing individual work, then interacting with their friendship group, and finally participating in intergroup efforts.

More than a half-year after funding ended, the impact of the program is still highly visible in a half-dozen ongoing efforts and in a group of new community leaders, "graduates" of the program, and in a participatory style of organization and operation. This report traces what the program consisted of, how well it met its goals, and what has been learned from it.

METHODS AND PROCEDURES

The procedures employed will be discussed in three parts. Phase I Procedures were those used in selecting and recruiting participants. Phase II Procedures were those used in the basic funded series of interactive sessions. Phase III Procedures were those used in extending beyond the funded stage into a more issue-oriented program.

Phase I - Selection and Recruitment

Central to the idea of Ecologue is participation by a set of residents who among them as closely as possible match the full diversity of the neighborhood. Only from the dialogue among many perspectives on the neighborhood can well-informed understanding be developed. Programs relying on self-selection by persons aroused about issues inevitably fail to attract the relatively uninterested, whose views are both important and liable to be quite different from those of the more engaged. For this reason, we chose to pre-select participants as randomly as possible, and then to solicit their participation rather than relying upon self-selected volunteers.

The process proved more difficult and energy-consuming than anticipated. The first step was to design and conduct a sample survey of neighborhood residents. An unbiased sample proved difficult to construct, since in a neighborhood such as this one, phone books, street lists, and commercial directories each systematically omitted some (the telephone-less, the transients, etc.). A random sample of 10% of the neighborhood's dwelling units was eventually constructed (3000 units), of which about 100 units were randomly selected for initial interviewing. Refusals and inability to make contacts further reduced the number actually surveyed to fewer than 70. A randomizing technique was used to select the individual within the household who would be interviewed.

The survey had many purposes. First, we wished to develop a baseline of data on social characteristics unobtainable from the census (e.g., level of participation in community activities) to serve as guidelines in recruiting participants. Second, we wished to develop an inventory of attitudinal data presumably useful in later phases of the program. Third, we wished to broaden the experience of the interviewers, who were neighborhood residents engaged as Community Planning Aides ("CPA's") and who were to play a central role in later activities. Fourth, we wished to inform neighborhood residents about our planned activities. Fifth, we wished to establish first contact with a random set of residents who might later be asked to serve as

participants.

Each of these purposes would have been better served had our original intention of interviewing 300 persons been carried out, and had resources permitted full data analysis. Most data in the questionnaires remains unanalyzed to this date.

The second step in the recruitment process was to select 17 group "Conveners", each of whom would be asked to assemble 3-6 neighborhood friends to form a study group. Our intention was to select randomly from among those interviewed; our concern was how to prevent selective turndowns from seriously distorting the set of conveners, whom it was felt should among them have approximately the same distribution of social characteristics as the area as a whole. (The set of persons interviewed was already distorted through refusals.) An elaborate system was devised to minimize this, with names of potential conveners being randomly drawn from our universe (initially comprising all those interviewed), partitioned by age group. When the "quota" for any social characteristic being controlled for* was reached among those successfully recruited, all persons having that characteristic were removed from the universe.

Six conveners were eventually recruited in this way. Two others were similarly selected and recruited from among the twenty or so neighborhood residents outside our sample survey who requested to be added to our "universe". Four teenage conveners were selected by an altogether separate process, enlistment literally off the street, in order to ensure geographic dispersion, and teenage conveners of all four sex and race combinations. The final five conveners had to be tightly constrained as to social characteristics, couldn't be recruited from among our interviewees or volunteers, so were recruited from among friends of CPAs. As anticipated, middle-aged fathers proved the most difficult to enlist.

Conveners were recruited almost exactly on schedule, and among them had social characteristics almost exactly those of the entire neighborhood. Although never analyzed in this way, it appears that the entire set of 80 participants also matched the neighborhood distribution of salient characteristics.

---

* Age, tenure, sex, education, presence of children in household, length of neighborhood residency, level of previous neighborhood activity.

Selection of Community Planning Aides was more pragmatic. While wishing to include a diverse group, we also needed certain skills. Most CPAs were residents who had worked in the Ecologue program in the pre-funding period, selected chiefly through conventional contacts and friendship networks. Others were selected largely on the recommendations of the initial CPAs, aimed at broadening the range of the group. CPAs included more than a proportional share of women and blacks, fewer teenagers (one), no elderly. They were a highly active and involved group outside of their Ecologue work.

Participation by students enrolled in an MIT course ("Methods in Community Planning") was also central to the program's operation. The students worked in tandem with the CPAs in assisting the groups of participants. They included two MIT Masters students in urban studies and one from Harvard, one doctoral student in urban studies, one undergraduate engineering student, a Wellesley student, and two students in urban "university without walls" programs, one from Goddard and one from the University of Massachusetts.

Altogether, over 100 persons were involved in the program, in just the numbers and with just the backgrounds sought, although achieving that proved far from easy.

Phase II - Analysis and Dialogue

Ecologue's participant analysis process may be understood as community self-education in environmental issues. The subject matter of the "curriculum" is straight-forward: the people, places, and problems common to everyone's community experience. Rather than delivering a series of professionally determined lectures on these subjects, Ecologue attempted to provide neighborhood residents with time, tools, and techniques for analyzing, understanding, and discussing their neighborhood environment. This analysis is designed to focus on the social environment, the spatial environment, and the relationships between the two. Objectives of the analytic process are multiple, including:

(1) Increasing neighborhood residents' understanding of the structure of their community, especially in regard to spatial patterning, social organization, and economic and social life;
(2) Helping the various groups constituting the community to define and articulate their self-interest in the environment;
(3) Establishing dialogue among social groups with divergent viewpoints, and mediating conflict on environmental issues;

(4) Establishing community-wide priorities for environmental action: and
(5) Providing residents with an information base from which they may both propose their own solutions for environmental problems, and evaluate the proposals of others.

The funded portion of the Ecologue program included fifteen separate but closely related participant-performed tasks or activities. Summarized in briefest terms, the first nine activities required the use of a variety of analytic and projective methods (interviews and discussions, photography, mapping, etc.) intended to enable each of the 17 participant groups to better understand environmental issues facing their community, and to generate and/or evaluate potential solutions; the remaining six activities focused on promoting dialogue between or among participant groups, comparisons of divergent views on environmental problems, and setting of priorities for community action. The purposes and operational details of most of these activities are described in the Appendices, which contain the "how-to-do-it" instructions supplied to community aides and students as part of their training program. In general, the sequence of activities is as follows:

0. Session Zero: Assembling the Participant Group.

While this meeting actually precedes the "official" sequence of activities, it is important because it's the first time that participants and community aides meet as a group. Aides briefly explain the purposes and schedule of the program, answer any questions, and based on this, residents decide whether or not they would like to enter into the program.

1. Session One: Orientation.

This is a "mass" meeting of all participant groups, aides, and staff involved, and is also the first activity for which participants receive a stipend. Staff and aides provide a further explanation of the program, and help initiate a floor discussion of community problems which participating residents feel should be addressed by the program.

In addition, the first substantive task assignment is made: participants are issued simple cameras, and instructed to take photographs around their neighborhood of places or activities they especially like or dislike, local problems or landmarks, and anything else they consider important about their community life.

2. Session Two: Individual Discussions.

Community aides meet separately with each member of each group, and conduct a lengthy but informal open-ended interview dealing with (a) participant's personal history, (b) his neighborhood experience, (c) his views on local groups and organizations, (d) his views on local problems and change, and (e) his experience outside the neighborhood. In addition, the participant is asked to draw a simple sketch map of the most frequently used or important neighborhood places. At this session and all others, community aides work in teams of two; while one leads the discussion, the other makes notes for subsequent transcription.

3. Session Three: Discussion Review.

Aides meet with their participant groups, and help direct two main events. First, based on a careful review of individual discussions and neighborhood maps, aides promote a group discussion of both the similarities and differences between the views, experiences, and ideas of individual participants. Second, the discussion of the neighborhood as it is is complemented by a task describing the neighborhood as it should be. Each participant is encouraged to draw a map or picture of an "ideal" or "perfect" neighborhood environment.

4. Completion of Photo Assignment.

This activity is not a meeting, but a "homework" assignment. Following instructions given in Session One, participants individually complete and turn in film for the photos of important neighborhood places. Proof sheets of the negatives are processed for use in the next session.

5. Session Four: Individual Neighborhood Photo Map.

From his proof sheet, each participant clips out the best photos of particular neighborhood places and glues it to a base map provided. The photos are color-coded to indicate how often they are used or visited by the participant, and whether he especially likes or dislikes the place. Each place is numbered, and in an accompanying chart the participant records other information about the place -- its name, how he travels there, who else uses the place, etc. The finished photo-map, therefore, becomes a partial document of the extent and regularity of each person's local travels, and some of the feelings about the environment which surrounds him.

6. Session Five: Group Review of Individual Ideas.

By now, several discussions and a variety of maps have surfaced and recorded a great many individual views on neighborhood environmental problems and goals. This review session gives each group the opportunity to look back over all its work, better understand the main themes running through this work, talk about agreements and disagreements, and begin to summarize its position.

7. Session Six: Group Ideas for a Group Neighborhood.

This session not only continues the review and summary effort begun in the previous session, but also helps each group reach consensus on priorities for environmental issues, and introduces the main topic of the next two sessions -- a "group ideal neighborhood". Based on all previous work, community aides prepare a list of all individual ideas and opinions about (1) assumptions about the future of the neighborhood, (2) positive aspects of neighborhood life, (3) neighborhood problems, and (4) local environmental goals. After reviewing and amending this list, each participant scores each item for its relative importance or priority, and sums across items are used to reflect the overall group position. Following this, aides lead a group discussion and planning session related to documenting the group's image of an "ideal" neighborhood.

8. Session Seven: Preparation for Ideal Map.

Before this session, community aides use a simple coding system to sum across the individual photo-maps and prepare a "group turf map" which describes the local environment as seen and used by the group as a whole. During the session, the group reviews and amends this map, and revises its list of assumptions, problems, and goals. Using these materials as reference, the group selects photos and pictures for enlargement and inclusion in its "ideal neighborhood map".

9. Session Eight: Group Ideal Neighborhood Photo-Map.

This session is not only the culmination of all previous work, but also marks the end of participant groups meeting in isolation from each other. During this session, each group uses enlarged photographs, magazine pictures, drawings, and cartoons to assemble a large collage/map depicting an ideal neighborhood environment. Places in this neighborhood are labeled and described in words, and also color-coded for their relative importance to the group as a whole.

10. Session Nine: Open House

In advance, community aides prepare a display of all 17 group's principal documents -- the turf map, the lists of environmental problems and goals, and the group ideal neighborhood map. For the second time in the program, all groups meet in the same space at the same time. Groups review each other's ideas and documents, and on this basis, select two other groups -- one "similar" and one "dissimilar" -- to meet with at the next two sessions.

11. Sessions Ten and Eleven: Intergroup Meetings

After Session Nine, community aides match preferences and schedule meetings. These two meetings give participant groups the opportunities to meet twice in pairs, and discuss the similarities and differences in their respective views about their neighborhood, its problems, and potential for change and improvement. These dialogues are moderated by the aides, who have prepared a discussion agenda in advance, based on the documents of the two groups meeting.

12. Session Twelve: "Gaming" Session

At this session four or five groups meet simultaneously to attempt to set priorities for environmental problems and goals. Each group selects up to ten of the goals it considers most important. Then in several stages, groups engage in dialogue and negotiation over these goals, trading a limited number of resources such that goals most uniformly supported by all groups present receive the highest "score" or priority. The realism and meaningfulness of the results of this "game" are discussed at the close of the session.

13. Session Thirteen: Mass Meeting

All participants meet as a full set once again. Staff summarizes the apparent results of the last three meetings, & proceeds to promote a group discussion of now-identified high-priority environmental problems, and possibilities for community action.

14. Session Fourteen: Discussion of Program Continuation

This is the final participant activity in the funded portion of the ECOLOGUE program, and also the last time community aides meet formally with each group. Participants are invited to comment on the quality of the program as a whole, and the usefulness or informativeness of specific activities. Then participants decide if or how the program (now unfunded) should continue, and which environmental problems or projects they would most like to work on, if any.

Session Fourteen concludes the funded and staff-designed portion of the ECOLOGUE program. While this describes the process in which we engaged, the substance of each group's concerns was far too complex to deal with here. How participants chose to continue on a wholly voluntary basis, and the specific environmental issues on which they chose to work, are the subjects of the next section.

Phase III - Community Interaction

Ecologue was originally perceived as serving three goals: enhancing participating residents' understanding of their neighborhood environment; providing useful information to community decisionmaking; and assuring ongoing opportunities for effective participation through organizational change. By the end of Phase II the first goal had been substantially served, but the second two depended entirely upon the successful transition from a funded, professionally-programmed and administered operation, which was essentially introverted in its activity if not its perspective, into a self-sustaining outward-related activity or set of activities. That transition was the subject of Phase III.

As originally conceived, the Ecologue program would have been fully funded over a longer period: grant limitations prevented that so that three sharp changes occurred simultaneously. The tightly-designed set of methods for program activities came to an end simultaneously with the end of participant pay, simultaneously with the need for organizational change out of friendship-based study groups into issue oriented study and action groups, and simultaneously with the phasing out of professional staff administrative and leadership activities. It is not surprising that the transition was not easy.

From the end of session fourteen through early summer, the Office of Education-funded component of Ecologue gradually diminished in scope. Staff continued to attend meetings and assist in their preparation, but to the extent possible stepped back from leadership in how the program should proceed. Participants and Planning Aides were no longer paid. OE and other available funds were used chiefly to provide a meeting place, to cover minor expenses of issue groups, and to occasionally hire expert assistance on specific questions (e.g., operation of housing workshop).

A great deal of the group's time and energy was devoted to the still-unresolved question of relationships among community groups, and the role, if any, which a formal and continuing Ecologue organization might play. During this period, no decision on a permanent organization was made, with Ecologue efforts continuing through a "Council of Delegates" on an ad-hoc basis.

Based upon their Phase II analytical efforts, the participants chose to reorganize into 14 issue-oriented groups, selecting issues on the bases of saliency as they perceived it, and tractability. That original set of groups comprised:

Neighborhood Services (10 people originally)
Parks, Open Space, Recreation (17 people)
Neighborhood Organization (18 people)
Housing (14 people)
Better Education (7 people)
Health, Drug Abuse (7 people)
Newsletter (10 people)
Environment/Recycling (4 people)
Simplex (a large MIT-owned property) (19 people)
Community/University relations (4 people)
Jobs (6 people)
Neighborhood Enterprise (7 people)
Day Care (5 people)
Vacant Lots and Old Buildings (7 people)
(many were involved in two or more groups)

Each active group weekly sent a delegate to a "Council of Delegates" meeting, which became the Ecologue governing body, deciding which activities merited what sorts of support, and considering the delicate issues of relationship to community organization and of continuation.

A widely publicized meeting was held to both display results of Phase II, and more importantly to engage interest of new participants for involvement in one or more of the issue groups. A large number (including city councillors and school committeemen) attended and some new participants were engaged.

Issue groups met weekly, operating in a variety of ways, often with a great deal of autonomy. A common style of participatory organization, operation, and analysis characterized most groups. Eventually, however, some essentially submerged their identity into that of other ongoing efforts in the neighborhood. For example, the Day Care group joined an effort based at Webster Community School to plan and implement a parent-cooperative day care program. The Health and Drug Abuse group broadened its base in Cambridgeport, deemphasized its Ecologue identity, and took on an activist role in neighborhood and city-wide issues. It sponsored a "Night on Drugs" in Cambridgeport as part of an effort at community drug education, and joined other Cambridge organizations in seeking revisions to a proposed NIMH-sponsored, city-wide drug program. Other groups took on an activist role and retained an Ecologue identity. For example, the Parks and Recreation group engaged in a highly successful, and widely publicized park clean-up program, enlisting neighborhood volunteers, all identified as an Ecologue activity. Other

groups had less clear identification. The neighborhood Newsletter group was chiefly composed of Ecologue people, received some financial support from Ecologue, but strove to avoid being identified as an Ecologue spokesman.

At this writing, the following groups are still active:

Parks, Open Space and Recreation
Neighborhood Organization
Newsletter
Housing
Health, Drug Abuse

Some of the original groups have accomplished their goals and dissolved, e.g., the Day Care group saw establishment of a day care center. The others became inactive through dwindling interest, attributable to many causes, not the least an initial overestimation of how many issues could be dealt with simultaneously by a finite set of active people.

With Ecologue's financial resources gone, the Council of Delegates no longer meets, and there is no longer a field office to meet in. Each of the active groups has some of the original Ecologue participants in it plus new recruits. Each also has at least one of our staff or graduate students actively working with it on a volunteer basis.

Another form of interaction has been the movement of Ecologue's participants into other organizations. Ecologue "graduates" now hold key elective positions in a number of community organizations, in one case, the Cambridgeport Planning Team, effecting a substantial change in the leadership structure.

RESULTS

Six hypotheses were included in our original project application. Results are perhaps most usefully discussed in relation to those six hypotheses.

1. Ecologue can attract a broadly representative set of participants.

As earlier discussed, seven social attributes were selected as being critical to ensuring breadth of representation, and participation by conveners was accordingly shaped to those criteria. Tolerable limits were set at having the convener's group characterestics within 20% of the neighborhood distribution. It was met in each case.

The participants they convened also matched the neighborhood pattern of characteristics. For example, women comprised 54% of those convened, Blacks 40%, in each case only slighty more than the neighborhood-wide proportion. In this sense, the hypotheses were corroborated.

On the other hand, there were some clear omissions from the set of the convened. First, we had no non-English-speaking, while the neighborhood has a small but notable Spanish-speaking community. Without revision to the methods used, the program cannot accommodate groups which do not share a common language.

Neither were there any severely handicapped participants. Prior to the funded stage, a blind CPA was involved, but again the methods used essentially precluded effective participation by the blind, deaf, retarded, chronically ill, or certain other handicapped. Adaptations for them could have been made, but were not, and at best, would have allowed only limited involvement.

Others were also systematically excluded: pre-teens (because of necessity of attending evening intergroup meetings), the most cynical or apathetic (who consistently refused to participate), single parents (whose logistics precluded involvement).

In summary, participation was broadly representative, far more so than the participation in other community groups, but still short of full representativeness, in part because 80 people are too few to include all the range of a heterogenous community of 10,000, and in part because of inadvertent but systematic exclusions.

Payments to participants and the carefully structured program ended in March. In June, 11 of the 80 original participants were still active in Ecologue efforts, three of whom were Black, three males, none teenage. On the average, they were better educated than the original group, and with personal histories of far more organizational involvement. The biasing self-selection so carefully avoided in the initial selection, once the props of funding and tight guidance were dropped, operated in Ecologue almost as much as it does for others. However, there is a wide diversity of people presently participating in offshoots of Ecologue at various levels of involvement, including organizational leadership, committee work, mass meetings, petitions, etc.

2. ECOLOGUE can sustain interest.

Our original program design called for participants to meet with their groups or community aides 14 times within a five-month period (about three times each month), plus complete an individual photo assignment -- a total of 15 separate activities. While participant stipends of $5.00 provided a modest incentive for beginning and continuing with the program, we felt (and still feel) that the real incentive to participate in the Ecologue program must come from the activities themselves. If community residents are to keep abreast of a rigorous schedule of meetings with anything like full and regular participation, then these activities must be engaging, informative, and capable of sustaining interest over the five month period.

Several objective measures of Ecologue's interest-sustaining capability exist. First is a low attrition rate. We began the program in November '71 with 75 persons who had agreed to an individual interview at home and signed the program registration form. We completed the formally funded part of our program in March '72 with 62 regularly active participants -- about 85% of our initial enrollment. Participant attrition was distributed fairly uniformly across the five months, showing no tendency to occur either early or late in the program.

Second, the 62 remaining participants were regular attendees. While illness, bad weather, or visits from relatives sometimes intervened, these participants made an average of 80% of all scheduled meetings; with minor exceptions, absenteeism was uniformly distributed across the set of 62 persons.

Finally, ten of the 17 groups completed the funded program of activities exactly as scheduled. Seven of the groups fell temporarily behind in the schedule at one point or another, and made do with eleven or twelve meetings, rather than the scheduled fifteen; for these groups, it was sometimes necessary to develop a special sequence of activities in order that their experience conform more closely to that of the majority.

In summary, out of an initially planned 255 meetings (17 groups x 15 activities), 230 were actually held. Out of a potential 1125 person-activities (75 participants x 15 activities), 845 were actually completed, producing an overall rate of participation of 75%.

Subjective measures exist as well. In reviewing the program at Session 14, the majority of the participants said they felt that the program was an interesting, even uniquely interesting experience. While many felt that it took too long to get at the "real issues", or that there were too many meetings between the orientation (Session Zero) and the open house meeting with other groups (Session Nine), no clear pattern for shortening the program emerged, and no particular activity was universally condemned as uninteresting or a waste of time.

3. Ecologue makes no demands which residents can't handle.

While the attendance records and overall attrition rate were more than satisfactory, the number of warm bodies in a room is hardly the salient measure of success for a community education program. More important, were the Ecologue methods of community analysis meaningful, understandable, and productive for Cambridgeport residents? Were the program's activities of self-education actually manageable by the diversity of participants engaged? The answers

were mixed, and vary according to the type of activity, the type of participant, and his relation to the program. With respect to the 75 community participants, our tentative conclusions about the various activities include:

a) Individual Interviews and Structured Group Discussions.

For most residents, the obvious way to develop understanding of environmental issues is to talk about them, and the interviews and structured discussions seemed like the most direct and least artificial way to "get at" the problem. These conversations were explicitly intended to focus on those environmental issues which each participant or group cared most about, and as a result frequently lasted beyond the one or two hours scheduled for them. The subject matter -- the neighborhood, its people, places, and problems -- was well familiar, but most participants had never had an opportunity for a regular, systematic, and comprehensive discussion of the basic elements of their community experience. Most participants agreed that these discussions were an informative and interesting part of the Ecologue program.

Discussions seemed to be least effective for teenage groups. The interviews and discussions may have borne an unfortunate resemblance to school situations, and in our judgment, most teenagers have come to expect that adults (the community aides and students) are not genuinely interested in their views.

b) Photography.

Photographic documentation and analysis of neighborhood places and activities was used with very mixed success by residents. The mechanics of operating the simple camera and producing legible pictures were no obstacle. But some participants had trouble getting around the neighborhood to take these pictures; this was especially true for the elderly, and for persons whose full-time jobs constrained their free time during daylight hours. Early winter in New England discouraged some from spending time outdoors. Most serious was the fact that many participants did not fully understand the importance and eventual use of their pictures. Accordingly, they took too few pictures, or the "wrong" pictures, or otherwise did not end up with a set of photographs which adequately expressed (in our judgment and theirs) their views on neighborhood evnironmental issues. Photography, as a self-education technique, seemed to be a productive and meaningful activity for only about half the participants.

c) Mapping.

"Mapping" is loosely used to include a variety of participant-made pictorial representations of the neighborhood as it is and as it should become. A minority of participants could not (or would not) read or draw maps. The majority of participants, however, were quite capable of describing their neighborhood environment, actual and desired, in drawings and maps, and were also capable of reading the maps made by others. Most participants felt that most of the mapping activities were useful as well as entertaining. As the program continued, many participants seemed to gain confidence in expressing themselves graphically as well as orally.

The most challenging mapping activity seemed to be the "Individual Ideal Neighborhood Map" (Session 3), which was doubly difficult due to the requirements for inventing a "perfect" neighborhood environment, and describing it in the alien medium of Magic Marker. A more serious problem pertaining to all the "maps" was that spatial relationships shown were sometimes more apparent than real; when asked, participants would sometimes acknowledge that one thing (a house) next to another (a store) was largely fortuitous. In these cases, "maps" were actually more like lists.

d) Lists and Charts.

At several points in the program, groups developed lists of environmental problems and goals, and used arithmetic means to try to arrive at consensus about the relative importance or priority of these problems and goals. For some groups, the arithmetic scoring system we devised seemed "academic" and nonsensical; other groups considered the resulting priorities to be accurate and meaningful, and even found the activity as a whole to be exciting. But these lists of problems and goals, apart from the scoring systems used, seemed clearly central to the program. First, they summarized the views of each group or combination of groups, and frequently participants found this verbal summary to be more meaningful than the graphic statements. Second, the lists served as a benchmark of progress, and contributed to participants' sense that they were getting somewhere in terms of documenting neighborhood environmental issues.

While lists, priority ranked or not, should be counted as a manageable technique, charts (two-dimensional matrices) were clearly a failure in this context. The charts we designed and tried were too complex, rarely completed by participants, and if completed, incomprehensible. This may be a bureaucratic technique which has few applications to community self-education.

e) Written Statements.

While groups were sometimes encouraged to write a brief "position paper" expressing their understanding of, or attitudes towards, a particular environmental issue, they virtually never availed themselves of this technique. In addition each week we required that each participant complete a short questionnaire evaluating the previous week's activity; this feature of the program seemed to be uniformly detested. We judge that writing (and perhaps reading as well), in the context of the Ecologue program, have limited merit as participant self-education techniques.

The above conclusions are based on our own observations, and the comments of our community aides and participants. Some additional conclusions about the ability of participants to handle, and profit from, the Ecologue program seem justifiable. First, different participants found the various activities to be differentially manageable or informative. Some participants who had trouble expressing their views in a discussion situation took a leadership role during the mapping activities, and vice versa. Virtually no activity (with the possible exception of written statements) was universally useless, and few if any participants found every activity unmanageable. Second, the non-discussion activities (mapping, photography, lists, etc.) seemed to contribute greatly to the quality and informedness of the discussions themselves; fourteen sessions of unrelieved talking could have easily been a colossal bore for all involved. All of this argues for the maintenance of a mix of activities, even if some of those activities seem at times unmanageable or unproductive.

Overall, the participants adequately handled their role in the Ecologue program. The use of residents as community aides, however, was less successful than we had hoped. Three principal obstacles stood between many of the aides and a productive contribution to the program:

a) Time.

We anticipated that the job of community aide would require about fifteen hours each week, including a general staff and training meeting, two sessions with participant groups, and preparation time for those sessions. While this estimate was reasonable, it did not allow for the fact that our program was still in a state of change and development. Accordingly, most of the community aides had no additional time available for program planning and design, which was done chiefly by staff and students. Further, many of our aides had the usual commitments to family, job, and other neighborhood activities, and may have over-estimated their capability to deliver fifteen hours each week.

b) Unfamiliarity with the Tasks.

We under-estimated the requirements for an adequate training program for the aides. As a result, some of the aides frequently confronted their groups with an insufficient understanding of the meaning and purpose of the tasks to be accomplished. Consequently, the aides were not always confident in their leadership role; this lack of confidence was communicated to the participants, who in turn lost faith in particular tasks.

c) Insufficient Skills and Background.

We attempted to design the Ecologue self-education activities to be self-administered as well. In other words, we intended that a specific map or list, once made, would be readily understood by all who saw it. But the facts and feelings about environmental issues documented by the program activities were not always as self-evident as we hoped. Thus, a principal duty of the planning aide was to digest and synthesize the conversations and products of the participants, and use his synthesized understanding to promote further dialogue among participants and groups. Some (although not all) of the community aides lacked the necessary skills in abstraction and synthesis.

The combination of students and community aides in paired teams worked fairly well, since frequently students and aides had complementary abilities. Where, for example, a student might have formal training in urban design or social policy, his community aide-and-partner often had a better understanding of neighborhood history and city politics. Even so, students and staff were ultimately responsible for a greater share of program management than we had originally intended.

4. Ecologue can diminish apathy and increase sensed citizens effectiveness.

Measurement is again more difficult than anticipated. We had hoped to test this hypothesis by observing changes in level of community activity by Ecologue participants, but gauging that level either currently or in retrospect has proven difficult. We can cite a number of clear instances where participants first involvement in community affairs came through Ecologue, and that participation has continued and increased since then. For as many as 10% of the participants, community activity is higher now than formerly, and for a very few it is a great deal higher.

We also "turned off" a certain number. Some joined the program believing it would rapidly lead to effective involvement, only to learn that it wasn't as rapid as hoped for, and effectiveness still seemed, for some, beyond reach at the end of the structured program. There is some question whether earlier issue-involvement mightn't have been a worthwhile program change, helping give an earlier sense of relevance. There is no question

but that the program of deepening awareness of community environmental issues should have been accompanied by training in the organizational and intervention skills which are prerequisite to effective involvement.

It is sometimes asserted that communities depend crucially on ½ of 1% of their population whose energies and skills make community organizations work. Ecologue contributed to that ½ of 1% in Cambridgeport.

5. Ecologue can effectively surface issues, coalesce action groups.

Unquestionably the Ecologue process effectively surfaced issues. "Goals for Cambridgeport", appended to this report, was a product of the program and contains a rich diversity of issues raised by participants, a far broader range than professionals customarily identify in community planning programs. Further, residents were able to structure that set and assign priorities, a first step towards effective action.

Ecologue also led to the coalescing of a number of action groups: parks and open space, neighborhood organization, newsletter, housing, and health and drugs are still active. In our original concept, such groups were to be the principal vehicle for activity following the analytical (Phase II) program. In practice, both these new groups and preexisting ones have afforded opportunity for a variety of forms of community involvement for Ecologue participants and others who later joined them.

6. Ecologue can clarify appreciation of diversity and facilitate cooperative efforts to produce change.

Evidence on this hypothesis is inadequate to support firm conclusions, but at least a few things can be said. First, we can consider what participants have said happened to their appreciation and understanding. Second, we can consider what "outsiders" have said about the participants. Third, we can observe what if any evidence there is of concrete cooperative efforts to produce change.

A large share of the feed-back from participants concerning the program has touched on the inter-personal contacts promoted by it. The inter-group sessions brought together types of people who normally have no meaningful contact, although co-inhabiting the same Cambridgeport space. The methods of the process were carefully designed to not only occasion that contact but to make it likely to be a fruitful one. Comments by the participants suggest that it was. All the other tools of the process, interview, maps, photos, games, are (properly) relegated to a subordinate status in commentary by participants concerning the benefits of meeting kinds of people they don't normally have interaction with.

Comment by "outside" officials of the city, other agencies, and MIT (the largest private actor on the scene) supports this. In each case, the primary observation has been that the Ecologue program produced "new blood" for the neighborhood's community organizations. One organization in particular, the Cambridgeport Planning Team, has seen an infusion of new people from the Ecologue program into elective positions, but others have experienced it as well. This may well be the best available evidence of new understanding and willingness.

A number of concrete evidences also exist. A difficult effort at bringing neighborhood groups together into a single alliance of umbrella organizations owes its genesis to Ecologue people, who have also sustained such progress as has been made. An inter-group housing effort has grown out of Ecologue. Elders out of Ecologue were among the first such to join the neighborhood food coop, previously perceived as a "young freak" activity. A parks and recreation group coming out of Ecologue has successfully drawn out a broad diversity of neighborhood residents to work on and towards better parks. An Ecologue drug study group has joined with others in a concerted effort to redirect city-wide drug programs in ways more useful to communities such as Cambridgeport, with some successes. A neighborhood newspaper has been initiated by a cooperative group, largely but not exclusively Ecologue people.

These are among the most significant activities currently active in the neighborhood. Whether Ecologue simply identified and activated latent community-active and cooperative volunteers, or whether its methods in fact contributed importantly to their necessary understandings and attitudes is difficult to judge. Both were operating at least to some degree.

A consistent criticism of the program by participants, "outsiders", and ourselves has been our failure to develop organizational and leadership skills among participants, as opposed to enhancing sensitivities, understanding, and motivation. As Office of Education funding was phased out, inevitably this also meant phasing out of the strong program direction by MIT staff (and to a degree by students). Participating residents on the whole lacked the expertise at program design and organizing to carry forward effectively. Those activities still in operation -- drugs, parks, housing, organization, and newletter -- each one has one or more of the key MIT people still active and providing assistance. The transfer of skills is now going on for those still involved, but it is too late for the others. (Note, however, that Ecologue included several highly skilled resident organization people, who continue to play effective roles as before.)

Disappointment over transitional failures could have been avoided, but at some cost. Ecologue could have been related to an ongoing organization which itself provides needed structure and leadership for continuity. Participants could have earlier been given more program responsibility, and sessions could have been dedicated to organizational training, but at the cost of diverting time from other matters. Ecologue could have been a longer program, to include such transitional training, but at the cost of a larger grant, as originally sought from other agencies, or at the cost of grant continuation, as sought from the Office of Education.

CONCLUSIONS

The Ecologue process satisfied its process goals of recruiting a broad diversity of participants, setting tasks participants could handle, and sustaining their interest. Though evidence is less clear, Ecologue appears also to have satisfied its outcome goals of diminishing apathy, increasing sensed citizen effectiveness, surfacing issues, coalescing action groups, and facilitating cooperative efforts to produce change. The planned schedule was maintained, and costs exceeded the budget only by amounts we were able to cover from other sources.

On the other hand, all this was accomplished only by virtue of extraordinary contributions of time by staff, CPA's, students, and some participants. Although in general outline the originally designed methods were followed, a great deal of mid-course improvisation and detailing were required. In addition to logistical and curricular efforts, diplomatic energies were also required. The program was viewed as a significant political perturbation of the community status quo, which occasioned numerous conferences and meetings among community leaders. In short, the program budget of $42,000 understates substantially the real cost of the program, or what a similar program would cost on another occasion.

There is a continuation of the effects of the Ecologue program in Cambridgeport, but there is little likelihood of repeating the funded analytical phase. Funding on the scale required would entail (as we learned) great efforts to promote, and the benefits to the community are not sufficiently visible and concrete for the few leaders who might promote such funding to do so. MIT, like other institutions, finds discretionary funds more and more scarce. The City, as always, is hard-pressed: revenue-sharing will go for tax reduction, and cannot be used for education. Non-continuation by the Office of Environmental Education was fatal. It now seems clear to us: unless a program perceived as chiefly educational is lodged within an ongoing educational institution, its likelihood of continuation is poor.

On the other hand, the Ecologue methods and approaches have utility for purposes other than education. They have demonstrated value in programming for development, an input to planning or architectural efforts. They have potential value, not yet well demonstrated, for community organizational efforts. Support for the Ecologue process may well be likelier based on these values than on its educational benefits.

RECOMMENDATIONS

The methods used in Ecologue have by now had application in whole or in part a number of times. A smaller-scale Ecologue was operated in Cambridgeport in 1969-70. A dormitory at Worcester State College was designed in 1971 with programming inputs from an Ecologue-like process. Currently, a major development program for G Street in Washington, D.C. includes an Ecologue-like programming process. The town of Littleton, MA, is currently using a simplified version in outlining a community development plan.

These applications have provided a body of experience at identifying and recruiting participants, employing graphic techniques in developing environmental understanding, and other elements in the Ecologue process useful to a variety of environmental education efforts. We would recommend a relatively modest investment in funding an analysis of those applications, and the development of curriculum materials based upon them.

We would recommend replication of the Ecologue program only where a demanding set of criteria are met:

1) Capable planning aides must be available. Without the MIT students, the Cambridgeport project would not have been successful. There must be either comparably skilled and dedicated volunteers available, or funds sufficient to hire them.

2) The project should either be connected to a significant community action project, as in the current Washington and Littleton examples, or to an ongoing educational program, or preferably both.

3) Projects should preferably be funded to allow for more than the 15 sessions of the Cambridgeport project, which proved too short to adequately provide both learning about the environment and learning of necessary organizational skills and techniques for effectively changing it.

APPENDIX A.

Curriculum Materials for Sessions 0 - 14

These materials were reproduced and distributed to Community Planning Aides and students prior to each session. Generally, a small group of CPA's, staff and students undertook making a rough draft two weeks in advance. The draft was then circulated to and discussed by all CPA's, staff and students, then revised, then rereproduced.

ECOLOGUE
How-to-Do-It **0**

General Instructions for:

ENLISTING THE CONVENER and
THE ZERO SESSION

PURPOSE:

Work Session 1 is the first session for which participants get paid, and is scheduled for early November. Before then, assembling the groups is a two-step process:

(1) CPA's must contact the group convener, explain ECOLOGUE, answer any questions, and encourage him/her to join.

(2) The convener must assemble a small number of friends and acquiantances, and CPA's must return to explain ECOLOGUE, etc., a second time. This is the first time that CPA's and their participant groups meet each other, and is called the Zero Session.

The chief purpose of these two events is to get people to join the program. In addition, everyone should start to get to know one another, and begin to create a friendly, comfortable atmosphere which will carry over to the work sessions.

WHAT TO DO:

The steps for enlisting the convener, and for handling the Zero Session, are pretty much the same. In both cases, it ought to go something like this:

(1) Introduce yourselves. You might want to include:

- a little of your personal history;
- how or why you got into ECOLOGUE;
- who else is on the ECOLOGUE staff, and the role of MIT students and teachers;
- where ECOLOGUE money comes from: Small grants from the Office of Education in Washington, and from the Cambridge Department of Planning and Community Development.

If this is the Zero Session, have everyone do a quick introduction.

(2) Explain ECOLOGUE, using your own words and your own ideas. This explanation might take 5 or 10 minutes -- perhaps longer, if people start asking questions, talking about neighborhood problems, and so on. During the explanation, points worth making might include:

(a) More people should be involved in deciding about the future of of a neighborhood than just a handful of "leaders" or "spokesmen."

(b) ECOLOGUE tries to draw in the widest possible variety of people -- expecially those who weren't active in neighborhood affairs before.

(c) Planners and other "experts" often get their own way because they take months to do "studies" and organize their ideas.

(d) ECOLOGUE gives neighborhood residents a chance to make a case for their own ideas and opinions.

(e) People don't have the same ideas and opinions just because they live near each other.

(f) ECOLOGUE gives people with different ideas a chance to talk to each other (not at each other), and to work out compromises or agreements about the future of the area.

(g) What ECOLOGUE does for Cambridgeport depends a lot on what people in it want to do.

And so on.

(3) Explain, as clearly as possible, exactly what the convener and his/her friends will be doing. The main points are:

(a) Each group will meet once a week from November to March (with "time off" for holidays.) This is about 15 meetings total.

(b) Meeting times will be chosen to suit everyone involved.

(c) For the first eight weeks, individuals and groups will use ECOLOGUE methods to look at their neighborhood, describe its good and bad features, and make a case for what they think the future of it should be.

(d) Then, groups will meet with each other to compare results of their work, and decide on problems worth working on and what should happen next.

(e) Participants will be paid $5.00 each, for each work session or meeting.

(4) Allow time for questions and answers throughout. The whole thing may take 45 minutes to an hour and a half. Before leaving, get the name, address, and telephone number of everyone there. (Pass around paper and pencil for this.)

SUGGESTIONS AND WARNINGS:

Don't try to read from these sheets. But you may want to write out some notes in advance, to remind yourself of the main things you want to say and do.

While trying to bring these groups toegther, keep after it. Don't put it off; don't let it "ride." This won't take as long as all those interviews, but it does take work and time. These groups must be ready to go by early November.

Tell the convener to bring together six or seven of his friends for the Zero Session. Since not everyone who come to that Session always decides to join, this will usually leave you with a regular group of four to six people, with five being ideal. Three-person groups should be avoided accept as a last resort.

Encourage the convener to get his/her friends together as soon as possible; it will take some time for him/her to arrange the meeting. Until you've had the Zero Session, it may be a good idea to call the convener every couple days, and ask about how well he/she is doing at getting a group together.

If the person you contact to be a convener doesn't work out (he/she refuses, or he/she can't assemble friends, etc.), then you need a new name to work on right away. To get the name of the next potential convener (selected at random), call Phil Herr's Boston office (536-5620) and ask for Marilyn. Explain that the person you contacted ("Chaffold 8" or "Volunteer 19", for example) didn't work out, and Marilyn will give you another name. Don't let this wait.

Finally, getting people to join ECOLOGUE is a little like selling something, so be friendly and encouraging. Emphasize that in the past, most people who have tried this thought it was easy, fun, and interesting.

WORK SESSION 1.

GENERAL ORIENTATION

There was no "How-to-do-it", as all were together for the session, and only a few had presentations to make.

ECOLOGUE

How-to-Do-It **2**

Instructions for:

INDIVIDUAL DISCUSSIONS and NEIGHBORHOOD MAPS

PURPOSE:

Work Session 2 is a discussion, mostly about the neighborhood, between each participant and the two CPA's working with him and his group. The session has several purposes:

(1) To give CPA's and individual participants a chance to get to know each other better, and to start a friendly, personal relationship which will continue throughout the program.

(2) To introduce participants to the main topics of the work.

(3) To draw out the participant's personal views on a variety of subjects -- before participants meet as a group to exchange views.

(4) To begin getting together the information each group will need to make a case for its own interests.

To make the discussion easier, and to make sure that nothing important gets overlooked, we've prepared a discussion outline. The outline groups a number of similar questions under each of five main topics:

A. Background.
B. Neighborhood Experience.
C. Neighborhood People and Groups.
D. Neighborhood Problems and Change.
E. Places and People Outside the Neighborhood.

WHAT TO DO:

(1) Schedule a time and place. At Work Session 1 (Orientation), schedule a time to meet with each participant separately. If Work Session 1 has not happened yet, call each person a day or two after the Zero Meeting, confirm that he/she wants to join, and schedule a time for the discussion. In most cases, the discussion should take place in the participant's home, but if that's no good, use your own home, or arrange to use the field office.

(2) Divide up the work. Before arriving for the discussion, CPA teams should decide which person will do most of the discussion leading, and which one will do most of the note-taking. It's probably a good idea to switch these roles around from time to time, so that each person has a chance to learn both jobs.

(3) Introductions. Before starting the discussion, a few things ought to be explained to the participant:

(a) Use your own words to explain briefly the purposes of of the discussion, as outlined earlier.
(b) The discussion takes a couple hours, and since it's an important step in the program, you'll be making notes to be sure that nothing is forgotten.
(c) The notes will be used to make a summary of what the participant says, and this summary will be made available as a resource to both him, and his friends in the group.
(d) Nobody outside the program will ever see the summary or notes unless the participant wants them to.
(e) Before you leave, the participant can look over your notes (if he wants), to make sure that everything got copied down correctly.

DON'T LEAVE OUT ANY OF THESE ITEMS. These are the "ground rules" for the discussion, and everyone should understand them before it starts.

(4) Do it. If you're the discussion leader, begin with "A. To start with...", and follow the outline as closely as possible. Check off questions as they get asked or answered. If you're the note-taker, try to get as much as you can of what the participant says. (Note-taking materials will be provided.)

(5) Conclusion. Before leaving, don't forget to:

(a) Ask the participant if he wants to check over your notes.
(b) Ask how the photography is going, and remind him of the due date for exposed film.
(c) Remind him of the date and time of Work Session 3, if the time has been set.
(d) Pick up pencils, pad, and erasers (and map.)

SUGGESTIONS AND WARNINGS:

For the discussion leader:

Each of the five lettered topics has five main questions (numbered and underlined), and a variety of secondary

questions. Since questions within topics are supposed to "go together", try to stay within the topic, and not wander from one topic to the next. If the person you're talking with starts to wander off the track, you might say:

"We can come back to that in a minute, but we'd still like to know more about..."

But as long as you're still in the general area of the topic, you can do just about anything to make it more a conversation, less an interview. You can change the order of questions, rephrase them, invent more detailed questions, skip over a question if it doesn't make sense for a particular conversation. etc. Just use checkmarks in the ( ) to make sure everything gets asked or answered.

If you get asked a question, answer directly and fully, but don't spend too much time on it. If you feel like you're too far off the track or behind schedule, you might say:

"Since we've got some more things to cover here, could we go back to what you were saying about..."

For the note-taker:

Do the best you can to capture everything the participant says. Use his/her own words as much as possible; don't write "teens" when he says "kids", etc. If you fall way behind, you might say, "Hold it a second until I catch up." Feel free to ask a question yourself from time to time.

About the map:

The map is a very important part of the discussion, and should not be left out. Important things about the neighborhood which are hard to describe in words can be shown quickly and easily on a map -- even one made by somebody who has never done it before.

When it comes time to ask the participant to do his neighborhood map, simply explain what the map should show (as in the discussion outline), hand him paper and pencil, and let him start. If he's reluctant or has trouble starting, you can encourage him by saying things like:

-- "We're not asking for a gas station map. Since this map shows what's important to you, you can't possibly do it wrong."
-- "Don't worry about how it looks. We can't draw either."

-- "We have more paper, if you want to start it over, so don't worry about mistakes."
-- (And if he's really having trouble:) "You might want to start by making a list of places and things you want to show." Or even, as a last resort, "Well why not start with your home, and work out from there?"

While he's drawing, be available, but don't hang over his shoulder. If he asks, "Do you want me to show ... ?", answer "Sure, if it's important to you."

After he finishes, check over the map to make sure that it's possible to understand the streets and places on it. If not, ask him to add names, words or pictures, so that his friends in the group can read it too. Keep the map around, and have him add to places and things he mentions later, if appropriate.

ECOLOGUE Work Session 2:
Topics and Questions for Individual Discussion

A. To start with, could you tell us something about your background:

1. ( ) How long have you lived at this address?

( ) And where else before that?

2. ( ) Who else (if anyone) in your family lives here?

( ) Do you have other relatives in this part of Cambridge?

( ) Any relatives in other parts of Cambridge?

( ) How often do you visit these relatives?

3. ( ) Why did you (your family) settle in this area?

( ) What state or country did your family come from originally?

4. ( ) What sort of work do you usually do?

5. ( ) Do you (your family) own this building/house?

B. Could you tell us something about your own experience of the neighborhood:

6. ( ) How would you describe this neighborhood to someone who had never seen it before?

( ) Its most important features?

( ) Best things about living here?

( ) Worst things about living here?

( ) Now, could you sketch a map of your neighborhood and show:
Where you live.
Most important neighborhood places for you.
Where your friends live.
Any other neighborhood places which are important to you.

7. ( ) Where in this neighborhood do you spend most of your time.

( ) What places around here do you go to or use often? (ADD TO MAP.)

( ) Which places are most important to you? (MAP.)

8. ( ) What neighborhood places do you like best? (MAP.)

( ) Least? (MAP.)

( ) Are any places dangerous? Always, or only at night? (MAP.)

9. ( ) Do most, or few, of your friends live in this neighborhood?

( ) Where does your best friend live? (MAP.)

( ) Is most of your free time spent with the same friends - or with many different people?

( ) Where do you get together? (MAP.)

10. ( ) Where do you see other people get together around here? (MAP.)

( ) What kinds of people?

( ) When?

( ) Do any special places "belong" to certain groups? (MAP.)

C. Now, we'd like to hear your views on neighborhood people, groups, and organizations.

11. ( ) How would you describe the people in your neighborhood?

( ) Everyone about the same - or several different kinds of people? Many small groups?

( ) What kinds? Nationalities?

( ) Can you show on your map where these different groups live or get together?

12. ( ) How do people (these groups) get along with each other?

( ) Do they get together socially - or avoid/dislike each other?

( ) Do they co-operate on neighborhood problems - or have opposite interests?

( ) Is any group particularly unpopular? How so?

13. ( ) Do you know of any people or organizations which are active in neighborhood affairs?

( ) What do they do?

( ) Have you ever been involved with them?

( ) What kinds of people join?

( ) Is there anyone in this area who deserves the title of "neighborhood spokesman"?

14. ( ) What people or groups usually get left out of neighborhood affairs or activities?

( ) Who needs to be involved in planning for this part of Cambridge?

( ) What kinds of people chould ECOLOGUE make a special effort to contact?

15. ( ) Do you belong to any (other) groups in this neighborhood?

( ) Church? School? Social or club?

( ) Do you go to their meetings or events often?

( ) How about groups outside the neighborhood - like labor unions, lodges, or civic groups?

D. Let's move on to something else, and talk about what you see as important problems, issues, and changes in the neighborhood:

16. ( ) How has the neighborhood changed since you've lived here? (OR: What seems to be changing in the n'hood?)

( ) What's better?

( ) Worse?

( ) What changes bother people the most?

( ) Is the area generally a better or worse place to live? How so?

( ) What do you think will happen to this area in the future?

( ) What would you like to see happen?

( ) Not like to see happen?

17. ( ) Are people/friends moving away?

( ) Why? Where to?

( ) Do you ever get a chance to see them again?

( ) What are the new people like? Why are they moving to this part of Cambirdge?

( ) Have you thought about moving yourself?

( ) If you could choose anyplace at all, where would you like best to live? Why?

18. ( ) What issues or problems in this area seem to interest people the most?

( ) What issues were biggest in the recent election campaigns?

( ) What neighborhood problems do you think are most important?

( ) Does (NAME PROBLEM) affect everyone the same - or is it more important to certain people or groups? Which?

( ) Does everyone around here agree on what should be done about (PROBLEM) - or are there different opinions?

19. ( ) Have you ever tried to change things in this area by voting or working for a particular political candidate?

( ) Or tried to change things by signing a petition?

( ) Or by attending political meetings?

( ) Or by joining a demonstration?

( ) How did it work out? Will you try it again?

20. ( ) Who really has the say about what happens in this neighborhood?

( ) Do you think that city officials or other responsible people care about what you and your friends want for the neighborhood?

( ) What about MIT? Polaroid?

( ) Do you feel that you now have much of a say in what happens here?

( ) Do you want more of a say?

( ) Which neighborhood people do get listened to?

E. To wind up our talk, we'd like to hear something about people and places outside the neighborhood:

21. ( ) How would you describe surrounding neighborhoods?

( ) Much different from your own - or about the same? How so?

( ) And the people?

22. ( ) What places outside this area do you most often go to?

( ) For work or business?

( ) Shopping?

( ) Seeing friends?

( ) For fun?

( ) Which are most important to you?

23. ( ) When you go to these places, how do you travel?

( ) Car? Bus or train? Taxi? Walking?

( ) What's the best way to get around?

( ) The worst way?

24. ( ) How do you feel about these different places outside the neighborhood?

( ) Which ones do you like going to best?

( ) Which ones don't you like visiting, or passing through? Are some places dangerous?

25. ( ) Are there places or activities or friends you wish were closer or inside the neighborhood?

( ) Do you get around as easily, or as often, as you want?

( ) Are there places around Boston you would like to get to, but can't? Why?

( ) Any other places you'd like to visit?

ECOLOGUE **2A**

How-to-Do-It

Instructions for:

COMPLETING THE SUMMARY SHEETS

PURPOSE:

After each discussion (Session 2), use your notes to summarize the discussion in the set of five summary sheets. These summary sheets reproduce the topics (A thru E) and questions (1 thru 25) found in the discussion outline, so going from your notes to the sheets won't be too hard a job. The discussion summary will:

(1) Be a permanent record of each participant's individual views.

(2) Be used for reference in many of the coming sessions.

(3) Be a quick and efficient way for group members to begin sharing with each other their views on a variety of subjects.

WHAT TO DO:

(1) Complete the summary as soon as possible after the discussion -- so you don't forget what your own notes mean.

(2) You can type if you want, but clear handwriting is just fine. Use a pen, regular or ball point. No pencil please.

(3) Don't waste time or space writing out "He thinks..." or "She also said..." or "The participant lives at..." -- or any unnecessary explanations of that sort. But do write enough that the full meaning fo the resident's answer is clear.

(4) Use the resident's own words as closely as possible. From time to time, you may want to use quotation marks for particularly choice phrases or sentences.

(5) From time to time, the resident will answer one question with something that really belongs under a different one. For example, he may start talking about general problems ("dirty streets") in response to a question about particular places he doesn't like. When this happens, use your own judgment, and put the answer into the summary in the place where it makes the most sense.

Resident:_____ CPA's:_____

_____

A Background.

1. Where lived, and for how long:

2. Other family in house and area:

3. Family history:

4. Work:

5. Owns or rents house or apartment:

B Neighborhood Experience.

6. General description:

7. Places in neighborhood used or visited:

Most important places:

8. Feelings about neighborhood places:

9. Time spent with friends:

10. Where others get together:

C Neighborhood People and Groups:

11. People and groups:

12. How people get along:

13. View of neighborhood action groups:

14. People who are left out:

15. Group membership and activity:

D Neighborhood Problems and Change:

16. Views on change:

17. Feelings about people moving in or out:

18. Views on problems and issues:

19. Efforts to change things:

20. Who has the say:

E. People and Places Outside the Neighborhood.

21. View of surrounding neighborhoods:

22. Outside places most often visited:

Most important places:

23. Feelings about getting around:

24. Feelings about other places:

25. Desires for getting around:

ECOLOGUE **3**

How-to-Do-It

Instructions for:

DISCUSSION REVIEW and
INDIVDUAL IDEAL NEIGHBORHOODS

PURPOSE:

A main objective of the ECOLOGUE program is to help groups of people make a complete, well-studied case for their own interests and needs. Work Session 3 contributes to this goal in two ways:

(1) First, a review of the individual discussions highlights both the similarities and differences between ideas of individual participants. Since the group is making a case which each member should stand behind, this is an important first step toward building the case around shared ideas, and resolving differences of opinions which may exist. In short, this is the point at which several different people start to get it all together.

(2) The individual discussions focused on the neighborhood as it is -- its good points and its problems, its people and politics, how it's changing, etc. The ideal neighborhood description is the opposite side of the same coin; in contrast, it focuses on how a neighborhood should be, as imagined by each person in the group. Ideas documented by individuals in this session will be brought together in later sessions, when the members of the group attempt to reach agreement on what an ideal neighborhood would be for them as a group.

WHAT TO DO:

You probably remember a lot of what was talked about during the individual discussions. Even so, it's a good idea to spend some time before the session begins, reviewing the discussion summaries and comparing answers. In particular, watch for:

- -- the issues or problems which seem to concern group members most;
- -- ideas or opinions shared by everyone (or almost everyone);
- -- ideas or opinions which are conflicting, or sources of disagreement;
- -- individuals who seem to have special insight to, or experience with, a particular issue.

You probably ought to make notes on these things for your use during the session.

During the Work Session, the chief events are something like this:

(1) Introductions. Some of the group members may not have previously met each other, or both CPA's, so introductions may be in order.

(2) The journal and book-keeping. Explain that the journal or diary will be used by everyone to keep track of ideas and opinions as they are discussed, much like "minutes of the meeting." The journal, therefore, is an important part of documenting the group's case, and should be kept up to date. Also explain that the journal (like all the other documents) won't be seen by anyone outside the program unless participants want it to be seen. Then have each person fill out a "Participant Summary Sheet" describing his impressions of the individual discussion (Work Session 2.) (Your "Discussion Summary" sheets for each interview should be included in the journal.)

(3) Individual discussion review. First, allow 10-15 minutes or so for people to look over copies the discussion summary sheets; many groups will likely begin a conversation based on what people read in each other's summaries. Use the notes you made previously to focus the conversation on similarities among participants's ideas, differences of opinion, and the main issues which you think are of most interest to participants. The idea here is to get people to talk to each other about the neighborhood and their impressions of it. Even though these are groups of friends and acquiantances, most people will probably learn quite a few new things about each other during such a conversation.

(4) Individual Ideal Neighborhood Description. At some point, you'll have to break off the conversation, and get people started on the chief task of the Session: Their individual descriptions of what they consider to be an "ideal" or "perfect" neighborhood. You should introduce the task something like this:

> "We've been talking about the neighborhood as it is right now -- but since 'planning' means deciding how things should be in the future, we'd like you to draw a map or picture of what each of you thinks an 'ideal' or 'perfect' neighborhood would be like. This might be a completely imaginary place; it doesn't have to be anything like where you live now. Don't worry about whether it's 'realistic', or how much it would cost,

or anything like that. Just include anything you want, make it any way you want, just so it's the kind of neighborhood which would be ideal for you to live in."

Then give people large sheets of paper, soft pencils, and colored markers (all these materials will be at the Field Office) and let them begin. Each person, of course, does his own drawing. If people have trouble getting started, suggest that they first make a list of the kinds of places and activities they want to include, then arrange them in a map or drawing.

Some people may have trouble inventing a whole "neighborhood" from scratch. Try to get people to start by themselves, but if that doesn't work, you might have to suggest other ways of beginning, such as:

(a) "Draw a place or neighborhood someplace else in the world. This may be a place you once lived in or visited, or it may be a place which you've heard about, but never been to. It might be in the United States, or in a foreign country. No matter where, it should be a place which you think would be ideal for you to live in."

Or even:

(b) "Show how this area should be changed -- what should be added, what should be taken away, etc. -- to make it an ideal or perfect place for you to live." (For people who are reluctant to draw, you might try giving them a base map of Cambridgeport to begin with -- but only as a last resort.)

(5) At the end of the meeting, collect film if people have brought it, or remind them to finish up picture-taking in a few days, if the have not. Make sure that all drawings, materials, the journal, etc., get put away; don't leave stuff lying around the room.

SUGGESTIONS AND WARNINGS:

It simply won't be possible for everybody to make it to every meeting. Even so, if two or three members can't make it to Work Session 3 (or any other session), you probably ought to postpone it until a better time.--Two people do not make a group.

Until group members get in the habit of coming regularly and on time, it's probably a good idea to call each one a few hours before the meeting, reminding him or her of the time and place.

Encourage people to do the Ideal Neighborhood Map just as you encouraged people to do a map during the discussion: "You can't do it wrong...we can't draw either...we have extra paper if you need it...etc." But for those people who simply cannot or will not do a drawing, suggest that they describe the neighborhood in words rather than pictures -- for example, write a story describing the most important features of the place. "Stories" can be put in the journal.

It's important that each person has the satisfaction of finishing this task, one way or another.

During the session, introductions, explanation of the journal and discussion review all together should take about an hour to an hour and a half. Leave at least an hour for doing the individual ideal neighborhood maps.

Directions for the IDEAL NEIGHBORHOOD DESCRIPTION.

In the discussion with your Planning Aides, you had a chance to describe the neighborhood as it is -- how it's changing, who lives in it, its good and bad points, and so on. But "planning" means deciding how things should be in the future. Now, you have a chance to describe what would be an "ideal" or "perfect" neighborhood for you to live in.

You can do this in one of several ways:

(1) Describe a "fantasy" or imaginary place. Don't worry about whether it's realistic or possible. Just make it exactly the way you want it, even if you know there is no such place. You can include anything you want in this neighborhood, so long as it something you want to have.

(2) Describe a place or neighborhood someplace else in the world. This may be a place you once lived in or visited, or it may be a place which you've heard about but never been to. It might be in the United States, or in a foreign country. No matter where, it should be a place which yo u think would be ideal to live in.

(3) Describe how Cambridgeport should be changed (what should be added, what should be eliminated, etc.) to make it ideal or perfect for you to live in.

We think the best way to describe this ideal neighborhood is to draw a map or picture of it. If you prefer, you can describe it in words (for example, write a story), or write something to explain your map or picture. Either way, it may be easiest to start with a list of places and things you want to include, and go from there to your drawing or story.

ECOLOGUE How-to-Do-It 4

Instructions for:

INDIVIDUAL NEIGHBORHOOD PHOTO MAP

PURPOSE:

The kind of neighborhood people want for the future depends a lot on their neighborhood experience of the past. Even though Cambridgeport residents live in roughly the same area, each one has somewhat different ideas of what the "neighborhood" is, ans what's important about it. Each person uses or visits a somewhat different set of places, travels different streets, sees different things, and leaves the "neighborhood" for different purposes. So the Cambridgeport which exists in one person's head is often quite different from the Cambridgeport in the heads of others.

The Individual Photo Map shows, perhaps better than any other ECOLOGUE document, what "Cambridgeport" means for each participant, in terms of his day-to-day experience. The Photo Map has several purposes:

(1) It gives each person a chance to record those places he he uses or passes by regularly, and how he feels about those places.

(2) Since the photos are arranged on a base map, they show the size and location of each person's "turf" ("personal neighborhood space.")

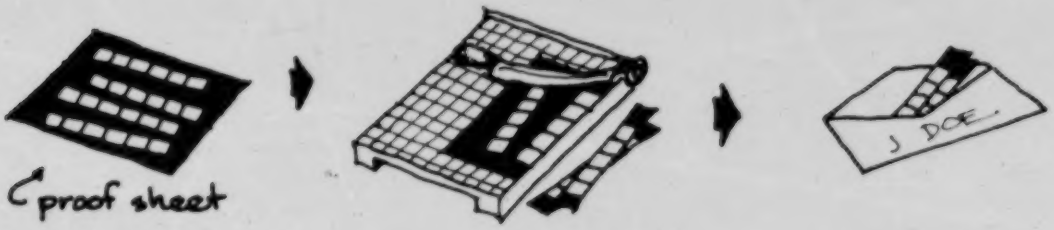
(3) Completion of the chart helps people to start thinking about important aspects of local places -- who they go there with, how they get there, when they go, and who else uses the place (who else "owns" or "belongs to" the place.)

(4) The Photo Map provides a good starting point for further discussion of individual similarities and differences in use of the "neighborhood."

WHAT TO DO:

Before the meeting: To speed things up, some advance preparation is necessary. Come in about 30 or 40 minutes early, and find your participants's prood sheets in the wire basket marked "FINISHED PICTURES." Use the paper cutter to trim away excess paper, leaving only strips of six pictures each. Put picture

strips into separate envelopes for each participant, and mark them with his name. This will make things go much faster during the session. (See sketch below.)



Also:

-- make sure tables are arranged properly, one for each person.
-- get out one base map and one key chart for each person.

Everything you need is in the closet.

<u>During the session:</u>

(1) Have people fill out the journal sheets describing the previous session ("Ideal Maps.")

(2) Explain, in your own words, the purpose of the task.

(3) Give each participant his envelope of photos, and while he looks them over, explain the steps in putting the map together. These are:

a) "Look over your photos, and pick out the ones which are best or most important. You can use as many as you want; you don't have to use them all.

b) "Glue colored chips to the back of the photo to show how often you use or see the place, and how you feel about it:

bright orange = nearly every day
pale orange = about once a week
pale yellow = once a month or less

bright green = especially like
violet = especially dislike
(no color = don't much care)

c) "Glue each photo, with color chips, onto the map. Put it as close as possible to the place which is shown in the photo."

d) "After all the photos you choose are on the map, start at the top, and number each one (1, 2, 3...etc.) Then go to the chart, and fill out the rest of the information for each photo."

(4) Then give each person:

-- one base map
-- one chart
-- 20 or 30 chips of each color
-- scissors
-- a glue stick
-- one black pen

and let him begin.

After the session: CLEAN UP! In particular, make sure all materials (left-over color chips, pens, glue sticks, etc.) get put back where they came from. OTHER CPA's AND GROUPS MUST HAVE THESE MATERIALS!

Glue charts to the maps, put each persons name on the back, and hang the whole thing in the basement.

SUGGESTIONS AND WARNINGS:

Even though are a lot of "steps" in this task, it's really one of the simplest in the program. First, make sure that everyone understands how to use the color chips. Then, if people seem confused by the chart, say something like, "Well, let's get the photos on the map first, and we can come back to the chart later."

When explaining the chart, take a little time to talk about each column. ("Write something in the first three, and check off one box in each of the last three...") People are likely to ask, "What do you mean, 'people like me', 'people different from me'." When they do, say something like, "Well, people who have ideas like yours, or who live the same way you do, you know, your kind of people." (DON'T say "Fathers like you," or "Students like you." Let each person decide for himself whether people are "like" him or not.)

Be sure to allow time for cutting the proof sheets in strips. Remember, if you come late, other CPA's may be at the paper cutter ahead of you.

ECOLOGUE

How-To-Do-It 5

Instructions for:

GROUP REVIEW of
INDIVIDUAL IDEAS

PURPOSE:

This session is the bridge between past sessions, in which individuals documented their ideas and neighborhood experience, and the next few sessions, during which the group as a whole will put together its case for an "ideal" (or at least better) neighborhood. As a bridge, this session has several purposes:

(1) The session gives each participant a chance to review and summarize his position, and to share it with the others.

(2) The session highlights basic agreements and disagreements within the group.

(3) The session draws attention to many of the problems and possibilities which will be worked on further in Sessions 6, 7, and 8.

WHAT TO DO:

Before the session: All of the documents (Discussion Summaries and Maps, Individual Ideal Maps, and Photo Maps) contain useful ideas and information about the neighborhood, its people, places, and problems, and its desired future. Therefore, in preparation for this session, CPA's will need to spend about two hours together going over all the documents, noting down each person's main ideas, and developing an overall checklist of similarities and differences among group members.

Just before the session begins, CPA's should get out all previous maps (Neighborhood, Ideal, and Photo) and put them up on the workspace walls in groups of three. Allow 30 to 45 minutes for this; pushpins are in the closet.

During the session:

(1) Planning Aides should start off by asking each person, individually, how well their documents reflect their views on the neighborhood, and if there is anything they want to add or correct. (A variation is to ask people if anything new has occured to them since they've finished their tasks.)

Then, move on to more specific questions about why people did what they did: For example, "Why are there only houses in your Ideal Neighborhood," or "Why are most of your pictures along the river," or "Why do you feel that...", etc. The purpose here is to zero in on what appear to be the outstanding characteristics of a person's ideas and documents.

(2) The review of each person's position moves into a discussion about similarities and differences in people's ideas, and what they mean for the groups ability to work together on a group ideal neighborhood. The checklist prepared in advance, the maps themselves, and the preceeding discussion of individual work will be the agenda for the discussion.

(3) In the last 15 minutes of the session, CPA's should summarize for the minutes what appear to be the main agreements and disagreements within the group. If disagreements exist, participants with opposite points of view should be asked to be prepared to argue further for their viewpoints in the next session. In some cases, it may be appropriate to ask individuals to track down some basic facts in preparation for the next session -- for example "Well, what did happen at the Morse School Teen Center...?", etc. In addition, CPA's might find it useful to do some outside research. (This homework should be assigned only if it looks really useful.)

SUGGESTIONS AND WARNINGS:

This session can't really work with advance preparation by the CPA's. In particular, you should be prepared to do two things:

(1) You must see to it that each individual has an equal chance to express his point of view, and that the session isn't dominated by one or two people. (No easy job in six-person groups.)

(2) You should make sure that the session doesn't get hung up on one or two items, when the past work has revealed a lot more problems and ideas.

If you're well prepared, you can guide the discussion without doing a lot of the talking.

One way of doing the checklist is shown at the right: Each person's views on groups, places and problems arranged in columns, with short comments written in the boxes. But you can do it any way that's useful to you.

The Cambridgeport ECOLOGUE Program

Summary of Sessions 6, 7, and 8

Sessions 6, 7, and 8 are devoted to pulling together and documenting each group's case for the kind of neighborhood the group, as a whole, would like best to live in. To prepare its case, each group must:

(1) Reach agreement about the relative importance of the many ideas, feelings, and proposals which came out during the previous five sessions;
(2) Collect and organize materials which explain, in words and pictures, what kind of neighborhood the group thinks is "ideal";
(3) Assemble these materials into a presentation which documents the group's ideas, and explains them to other people.

These steps correspond to the main tasks of the next three Work Sessions:

Work Session 6 is chiefly a discussion session in which two things must be accomplished. First, group members must reach at least tentative agreement on how they feel about the neighborhood, and on the area's major problems and possibilities; to help the group do this, CPA's prepare in advance a brief catalogue of each member's ideas and proposals from preceeding sessions. Second, the group must decide on how to best document the problems and possibilities it has selected as most important; to do this, group members will choose from among photo field trips, interviews, and other kinds of "research" activities for gathering materials to document their case.

Work Session 7 is for the review of materials for inclusion in the presentation, including new photos, interviews, "position papers" and other "research" products produced by people in the time between Sessions 6 and 7. One new item for review will be a "group turf map" prepared in advance by CPA's, which is a composit of the various individual photo maps. Most of the session will be taken up by selecting a limited number of photos for enlargement. Finally, this session gives people a chance to have second thoughts about what to include in their group ideal neighborhood.

Work Session 8 is basically a cut-and-paste session for assembling the group presentation. CPA's and members work together to produce: (1) A brief written statement summarizing the group's attitudes about the neighborhood, its major problems, and desired change for the future; (2) A "group ideal neighborhood photo-map" describing the places, the activities, the lay-out and surroundings of a neighborhood the group agrees on as "ideal" or "perfect"; and (3) A revised group "turf" map showing those parts of existing Cambridgeport of most concern for the group. Good preparation in Sessions 6 and 7 is a must for the successful completion of Work Session 8.

ECOLOGUE

How-to-Do-It **6**

Instructions for:

GROUP IDEAS for a
GROUP NEIGHBORHOOD

PURPOSE:

Work Session 6 is the first effort to reach group consenus on what it wants to present as a group neighborhood. The Session has several purposes:

(1) To review individual views on the existing and ideal neighborhood, and to select those that the group agrees about.

(2) To develop further group ideas on the subject.

(3) To decide on further documentation needed for adequate presentation of those ideas, and to assign this work as "homework" tasks for individuals.

To organize this discussion so that individual views don't get submerged in the effort to reach agreement, the CPA's will need to prepare, in advance, a list of all the ideas that individuals have put forward.

WHAT TO DO:

Before the session begins: CPA's meet together for about two hours in advance of the session to go over all individual documents and the minutes of the meetings (green sheets), in order to prepare lists for discussion. The lists should include all individual ideas or opinions on the following:

(1) Assumptions about the future of the neighborhood;
(2) Neighborhood problems of all kinds, including those related to
    a) people and organizations,
    b) places,
    c) activities;
(3) Goals or desirable possibilities for the neighborhood.

The lists should be written out in large writing or lettering on newsprint sheets, to be pinned up and discussed. Space should be left at the end of each list for additions to be made during the group discussion

Just prior to the meeting, all of the individual's documents should be pinned up on the wall on both sides of the lists (as in Work Session 5). Allow about ½ an hour for this.

During the session: When the group arrives, CPA's describe the session as one hour to be spent on discussing the list and deciding on group assumptions, problems, and goals, and one hour to be spent deciding how best to present the group's ideas.

(1) In the first hour, the lists should be reviewed briefly (10 minutes) and additions and corrections made by the group (20 minutes). The group would then vote on each item as to whether it should be included in the final group presentation (30 minutes). Only items agreed on by the majority would appear. (A badly split group might have to have minority and majority reports, if agreement can't be reached.

(2) In the second hour, the group would discuss the documentation required for presentation to other groups. This would include, at the minimum:

(a) A revised statement of assumptions, problems, and goals (based on the previous discussion and any afterthoughts in Sessions 7 and 8);

(b) A "group turf map" (see outline of Session 7) prepared by the CPA's as a composit of the individual photo maps;

(c) A "group ideal neighborhood photo-map" based (at least) on photographs of places selected from among those previously taken, and enlarged to indicate importance to the group.

The presentation may also include some or all of the following:

(d) Photographs taken and developed between Sessions 6 and 7 to illustrate places, qualities, or activities missing from Cambridgeport now but desired by the group. This might be done by individuals, by the whole group (or some part of it) on a field trip, or even by the CPA's.

(e) Drawings, descriptions, or pictures (including pictures clipped from magazines) of desired places, qualities, or activities done as part of the "ideal neighborhood photo-map" in Session 8, but prepared for by advance thought about the missing things.

(f) Written or oral "position papers" covering ideas not easily shown on the documents (like an idea for an education program, for a type of neighborhood organization, or a way to get funds, etc.) These would be developed by individuals for discussion in the group in Session 7, and might be based on some research, such as an interview with a public official.

At the end of the session: Make arrangements to collect the new film (generally no more than 2 rolls per person) at least two days in advance of the next session so that it can be processed in time for Session 7. Return all documents to the storage racks.

SUGGESTIONS AND WARNINGS:

For the initial discussion, the main problem is to guard against the submersion of the ideas of some individuals by one or two strong people in the group. The listing and voting procedures will help in this, but CPA's should take care, as before, to draw out less talkative people during the discussion.

For most groups, the taking of additional photographs for the "ideal neighborhood photo-map" should be strongly encouraged. These will be very important to the group in making a strong case for its ideas, but will not be easy to accomplish because of the shortness of time and the weather. If possible, CPA's could help out with this task by actually taking some of the photos under the group's instructions.

For people doing "position papers", CPA's should try to suggest sources of information. The paper on "Housing, People, and Organizations" in Cambridgeport (available from Philip Dowds) may be helpful to some people.

ECOLOGUE 7

How-to-Do-It

Instructions for:

REVIEW OF MATERIALS

PURPOSE:

This session gives the group a final chance to review all the ideas and materials it has assembled during the preceeding weeks, prior to putting them all together into documents describing an "ideal neighborhood." It's purposes include:

(1) A review of all additonal materials (new photographs, interviews, and other "research" products assembled between Sessions 6 and 7.)

(2) Reaching of agreement on the importance of various places and projects.

(3) Selection of photographs for enlargement.

WHAT TO DO:

Before the session begins: Session 7 will be a lot easier to do with some advance preparation. This includes:

(1) The list of Assumptions, Problems, and Goals prepared for Session 6 probably needs to be revised: Add up the scores for each item (if not already done), take out items which received no points, reword poorly phrased items, combine items which mean the same thing to the group, and so on. If possible, try to re-arrange the order of the list so so that the "most important" items (the ones with the highest score) are at the top, and the "least important" at the bottom.

(2) Put together a "Group Turf Map"; this map is a simple summary of the Photo Maps, and describes the most important places in the area for the group as a whole. Here's how to do it:

(a) Go over the lists attached to the Individual Photo Maps, make a quick note of named places (e.g., "Central Square", "Blessed Sacrament School", "Kolow's Corner", etc.), and put a check-mark beside each name for each person who mentions it.

(b) Cross off everything with only one check-mark (used or visited by only one person.) For that which remains, use colored coding dots to mark the places on a base map:

Large Red = used/visited by everybody nearly every day.
Large Yellow = used by everybody about once a week or or less.

Small Red = used by some people (at least two) nearly every day.
Small Yellow = used by some people (at least two) about once a week or less.

(c) When all the dots are on, go back to the places which are especially liked or disliked by most of the group, and use markers to put a colored box around the dot: Green box for "like", and purple box for "dislike." (Don't bother with this unless it's pretty clear that a group likes or dislikes a place.)

The completed turf map will then show about the same things as the Photo Maps, but for the group as a whole. For some groups, there may not be many places which everyone uses.

(3) Just before the session begins, pin the following onto the wall:

the revised list of Assumptions, Problems, and Goals;
all of the Individual Photo Maps
the completed Group Turf Map

Also have handy any photos which did not get mounted on the Photo Maps.

During the session: First, have some discussion of any new materials participants or CPA's have brought in -- new photos, interviews, magazine pictures, position papers, and so on. Also, explain to the group what the Group Turf Map shows, and ask about changes or additions to it.

Then go on to the revised list of Assumptions, etc., and find out if any further changes should be made. Because of the Turf Map or outside research, people may want to change the "importance" score of some items. (For example, finding out that most housing in the area is owned by residents may change how the group feels about the "absentee landlord problem.)

Finally, have the group go back over all the photographs and pictures it has assembled. Two things must be done here:

First, the group must agree on the picture (or pictures) which best show the kinds of places and activities they want in their Ideal Neighborhood. For example, if they want more elderly housing in the area, they should, by this time, have pictures of the kind of elderly housing they would like to see.

Second, the group must agree on how important each picture (place or activity) is, relative to the others, and on what size the picture should be enlarged to. On the final Ideal Neighborhood Photo Map, the size of the picture (large, medium, or small) will show the importance to the group of that place or activity. For this part, the list with "importance" scores and the Turf Map showing the most-used places will be very useful in helping to decide how "important" a place or activity is. (Allow at least an hour for this part of the session. During this part, use pen or pencil to mark directly on the photos as the group decides how large to make them: The letter "A" = large, "B" = medium, and "C" = small.)

After the session: Before going home, find the negative strip with negatives of the pictures chosen; under each negative, there is a number (1 thru 12). Put each negative strip into a separate sleeve, and write the number and size letter on the sleeve. For example:

4 - B

tells the man in the darkroom to enlarge negative 4 to medium ("B") size ($2\frac{1}{4}$" x $2\frac{1}{4}$"). If you get the number or letter wrong, THE WRONG PICTURE WILL COME BACK THE WRONG SIZE -- so do this carefully.

Finally put all the sleeves into one business envelope, and write your name and the group name on the outside. Call Phil Dowds or Bill Cavellini, and tell him when you need your enlarged photos back.

SUGGESTIONS AND WARNINGS:

Some groups will have trouble deciding whether a place or activity is "very important" (large photo) or simply a "good idea" or "nice to have" (small photo). When this happens, you can:

> Use the revised list or the Turf Map to help out. For example, if everyone uses/visits Dana Park, but only a couple people use Trash Park, then Dana Park is probably more important to the group.
>
> If people have trouble deciding how "important", say, a new hockey rink would be, ask them to compare it to something else: "Is it more or less important to have than the swimming pool?"

If the revised list and Turf Map aren't ready, this session could turn into complete chaos.

ECOLOGUE

How-to-Do-It **8**

Instructions for:

THE GROUP IDEAL NEIGHBORHOOD PHOTO-MAP

PURPOSE:

Work Session 8 is the final work session before groups begin meeting with each other. Each group's presentation will consist of at least three documents. Two of these, the Group Turf Map (showing existing places important to the group) and the revised list of problems and possible solutions (scored for importance), are already complete. This session is for the completion of the third and last document -- the Group Ideal Neighborhood Photo-Map.

The Photo-Map will show many things about the way the group would like its neighborhood to be. It will show what kinds of activities and places should be included; it will show how important to the group each is; it will show how places will be arranged spatially, and who will use them.

WHAT TO DO:

Many of the decisions about the Photo-Map were made during Sessions 6 and 7. This session is mostly a cut-and-paste session, but possibly a long one. The easiest way to do it will be:

(1) Before the session begins, arrive early and assemble two large tables at the center of the workspace. Lay out all the enlarged photographs and a large sheet of white, heavy paper on the table. Tack the revised lists and Turf Map to the wall.

(2) When people come in, let them first look over the enlarged photos. Then have them arrange the photos on the blank paper as follows:

   (a) First, explain that there is a river at the bottom of the paper, and that everyone should consider this while constructing their neighborhood out of the places and activities (photos) they have chosen.
   (b) Have the group choose a photo of a building they like to represent Home (where they all would like to live, but not at the same time), and glue it to a large square of green paper (in closet). (If no such photo exists, use the green square without a photo.) Then they can put Home anywhere on the paper they want. DON'T GLUE IT DOWN YET!

(c) Then have people arrange the remaining photos anyway they want. As the Map develops, they can change the location of anything as they go along. DON'T GLUE ANYTHING DOWN until the neighborhood is arranged to everyone's satisfaction.

(3) When everyone is happy with the way things are arranged, glue everything down. Then, take felt-tipped pens, and put color around the photos as follows:

brown = a place or activity new to the neighborhood (does not now exist in Cambridgeport)

dark blue = a place or activity to be used by group members themselves (mostly)
light blue = a place or activity to be used by family of group members (mostly)
both colors = used by both members and family
(no color = a place used mostly by other people or groups, or simply nice to have around)

(4) Finally, write the name of the place or activity below or near each photo. If the name doesn't make it clear, write a short explanation of how the placed is used, or why it's important. (For example, is Melvin's Drugstore important as a place to buy medicine, or to hang out?)

SUGGESTIONS AND WARNINGS:

By now, you probably know your group well enough to work with it (help glue, color, and write) while it assembles its neighborhood. But do try to make sure that everyone in the group is in agreement to the decisions being made; try not to let anyone hang back from this task.

While people are arranging photos on the paper, ask specific questions about the positions or locations of the various photos. For example, "Why have the fire station next to the river?", or, "Should you scatter the stores around like that, or have them all in one place?" The purpose of this is to help people keep thinking about the importance of location.

Before gluing it all down, ask about the boundaries of the neighborhood, or about walking distance from Home. In other words, is everything on the map really inside the neighborhood, or are some of the places shown "outside" the neighborhood (shared with other neighborhoods)? If necessary, use a black marker to draw a dotted line showing the limits of the neighborhood, or the limit of walking distance.

If, for any reason, your group doesn't have a photo or picture of something it wants in the Ideal Neighborhood, have someone do a sketch or cartoon of it -- or feel free to do the sketch yourself. Use colored marking pens to add any drawings, pictures, words or titles, or any other "embroidery" that seems like a good idea. Everyone should have some fun doing this map -- even though it represents some serious thinking about a place to live.

If you have time or energy left, finish the Turf Map: Ask the group which streets are important (used often) by everyone, and color them black with a marking pen. Streets important to only one or a few should be shown in grey.

PROPOSED

ECOLOGUE SESSION SUMMARY - SESSIONS 9,10,11,12,13

Sessions 9,10,11,12, and 13 are devoted to inter group activity leading up to the establishment of priorities for the Ecologue group. It is during these sessions that the various groups are brought together for the first time. Past experience with these methods has shown that accepted stereotypes begin to break down; and, as "real" differences and similarities surface, the groups practice conflict resolution. This prepares them for establishing priorities for the whole Ecologue group.

WORK SESSION 9/ OPEN HOUSE

Work session 9 has two objectives: 1) viewing of group documents, and 2) choice of groups to meet with in work sessions 10 and 11.

This is a celebration of the completion of the first part of the process and the first opportunity for each group to view and discuss the work of every other group. At this session also each group will select two groups (one similar and one dissimilar to itself) for the purpose of further discussing their work (sessions 10 and 11).

WORK SESSION 10/ INTER-GROUP MEETING NO. 1

Each group meets with a group with similar notions for an Ideal Neighborhood. In the process of explaining their documents the group will be verbalizing their position for the first time in depth to another group. Where it is a similar group, this task should be made easier. This also gives the group an opportunity to review and revise their own position. It prepares them as well for the task of presenting their work to a dissimilar group.

The primary tasks of this meeting are then the viewing of documents, a presentation in some depth by each group, and a general discussion centered around the similarities and dissimilarities of each group.

WORK SESSION 11/ INTER-GROUP MEETING NO. 2

This is the first of two sessions where each group meets a dissimilar group. In this first session, as in session 10, the primary objectives are viewing documents, presentation, and discussion, with an additional factor of 15 minutes for role reversal. This gives each group the opportunity to analyze a totally different idea, plan for the defense and to be presented with opposition to their own plan for the first time.

WORK SESSION 12/ GAMING SESSION

In this session each group meets three others to play one of several "games". These games are designed to teach players the limitations and potentials of roles they experience in reality. Through practicing coalition and tradeoff, etc., players learn the best strategies for overcoming obstacles and getting what they want.

If scheduling allows, each group should meet with at least one similar and one dissimilar group in this session.

WORK SESSION 13/ SESSION FOR REVIEW OF INTER-GROUP MEETINGS

This session has 2 purposes. 1) The group has a chance to review and digest the experiences of the open house, inter-group meetings, and gaming session. It is a chance to revise opinions arrived at during the insulated tasks of sessions 2 through 8 or to plan better methods of presentation, better counter-arguments, etc., to make the case for the group's priorities more effective.

2) The group decides about its future role as a group, in relation to the whole of Ecologue or other neighborhood organizations. This may mean a chance to say goodbye or a pact to remain together and to deal with future experiences as a group.

ECOLOGUE Methods Group

January 24, 1972

Preliminary How-to-do-it :- Session 9:- OPEN HOUSE for all groups

WHAT TO DO:

Before Open House Begins:- All CPA's, students and staff should arrive about 3/4 hour early and pin up the following group documents:- Turf Map, Photo Ideal Map, and Lists of Assumptions, Problems and Goals. Each set of group documents should be identified by its adopted name and a number. Each CPA will obtain a tally sheet for his(her) group and help with other preparations for the Open House(including food).

During the Open House: -

(1) As participants enter, each is given a copy of-the schedule for the afternoon, a proposed continuation schedule, and a list of phone numbers for all other participants(the latter, only if approved by all groups at their Session 8's.).

(2) Participants should be allowed to view each other's documents for about 45 minutes. At this time, an announcement will be made concerning tallies and group choice. It will be explained that each group is expected to indicate on the tally sheet 3 similar and 3 dissimilar groups that it would like to meet with in the next few weeks. The notion of similar and dissimilar should be described as primarily referring to results of the friendship-group analysis phase of the process, as expressed in the group documents.

It should be explained that each group will meet with one similar group and one dissimilar group in the next two weeks, so each group should list its first choices under #1 on the tally sheet. An attempt will be made to give as many groups as possible their first choices, but schedule conflicts, as noted from schedules that the groups fill out(at the bottom of the tally sheet) may result in some second and third choices.

(3) After the announcement, the participants should be encouraged to continue to view the documents and enjoy the food and drink, with the expressed purpose of reaching a decision about which groups they would like to meet with. (unless lively interaction continues this should not be allowed to continue for more than 45 minutes).

(4) Each group fills out a tally sheet with its CPA's. While participants continue to view documents and interact, the tally sheets will be compiled and results will be presented to the group as a whole. Any scheduling problems will be ironed-out at this time.

(5) After the above has been accomplished, participants may meet with the groups of their choice, continue to view documents, meet in their friendship groups to prepare further for the intergroup meetings, or may even elect to leave the meeting.

How-to-Do WORK SESSION 9

Purposes:

Work Session 9, the Open House marks the end of the insulated development of group ideas. All talks and discussion to this point has taken place in the security of one's own interest group. The first few sessions asked individuals to develop their own ideas separately. The next few (through 8) tried to combine the ideas of friends into a group ideal plan and set of priorities. In Work Session 9, each group is exposed for the first time to the documents other groups have produced, some of which will be quite different.

Following from this sequence, there are three major purposes for the Open House:

1) Each group has time to view all the documents of all other groups, if they choose.
2) Each group chooses other groups with whom they would like to meet and discuss their ideas in greater depth.
3) Ecologue participants sense themselves as a group once more through the common experience of producing the documents and seeing everyone together again.

Suggestions and Warnings:

1) We must begin making preliminary plans for the workshops after the Open House. By the end of that meeting, therefore, each CPA team should give a copy of its groups' neighborhood goals list to , so they can get an idea of what the likely issues will be.
2) Encourage groups to circulate. Participants hanging around their own documents will not get wide exposure and might discourage viewing of their work.
3) As documents are put up before the Open House begins and while participants are viewing them, planning aids should look over the documents themselves and be able to recommend particularly relevant ones to their groups.
4) Remember, this is a celebration. The atmosphere should be easy and informal, supportive of interaction but not forcing it.

The Get-A-Grant Game (GAGG)

Alternative Gaming Proposal

GAGG is an attempt to combine the good features of "Coalitions and Trade-offs" (realistically limited resources, profitability of compromise and co-operation, free-form dynamics, etc.) with a modification of the list-scoring process used (successfully) in Session 6.

GAGG Context

(1) The four interest groups assembled represent the beginnings of a new community organization.
(2) In order to get Federal funding (or develop political power), the new org. must unify itself around a limited number of high priority goals and projects.
(3) A goal list for each interest group (6, 10, more items?) is posted on the walls in a standardized chart format.
(4) Each group has (eventually) 14 Identity Cards to spend on its own goals and projects, or in support of those of other groups. More cards = higher priority.
(5) GAGG is a meeting during which groups decide on what to include in their funding proposal, and with what emphasis.

Scoring (Assigning Priority)

(1) No goal may have more than eight cards assigned to it.
(2) Goal priority score achieved one of two ways:
   a) As the product of Identity and Support Cards assigned to the goal. Example:
      3 Id. hearts x 1 Sup. spade + 1 Sup. diamond =
      3 x 2 = 6.
   b) 8 points flat, if group spends 8 Id. Cards on its own issue. (Expensive, but allows each group to save one goal without any support at all. One to seven Id. Cards, with no Support = 7 x 0 = 0.)
(3) Unity Score = sum of all scores on all issues on all boards:
   a) US can be a maximum of 100 points only in the extreme case of:
      4 goals x 16 points/goal = 64
      4 goals x 9 points/goal = 36
      100 Total
   b) US will be a lot lower if groups cannot agree or co-operate (Support each other), or if everyone cares too little about too many goals, or both.
(4) Equality Score = 100 points, minus the differences between the high/low and middle/middle group scores. (Huh?) Exs:
   a) ES will be 100 points only when all groups have equal total scores on their chosen goal list. (As when each group has found enough Support for one 16 and one 9 point issue, totaling 25 points/team.)
   b) But if group scores are, say, 40/30/30/0, then:
      ES = 100 - [(40 - 0) + (30 - 30)]
      = 100 - 40
      = 60.

(5) Each US or ES point is worth $1000 of Federal funding, to be spent on high-priority issues selected by the organization as a whole.

Objective

To maximize both US and ES within three rounds of play, thereby getting a large Federal grant. (Maximum possible grant = $200,000.)

Strategies for Grant-Getting.

(1) It's better (more effective) to care a lot about a few goals than to care a little about many.
(2) It's better to co-operate, support each other, than to go your own way without asking or giving support.
(3) It's better for everyone to get something than for someone to get everything.

Play of GAGG

30 mins. Brief discussion of Context and Strategies of GAGG, with only minimal reference to the arithmetic of scoring.
15 mins. Round 1: Groups begin with 12 Id. Cards, and decide how to distribute them among their own goals and those of others, negotiate for Sup. Cards. (This is a learning round; few will understand the brief discussion.)
15 mins. Caucus 1: Groups caucus to assess their position, and CPA's review strategies, improvise tactics, for next round. Meanwhile, Game Leader tallies US and ES, and makes a general explanation of why the scores are low. Each group gets two more cards.
15 mins. Round 2: Same as Round 1; groups can re-distribute their Id. cards any way they want.
15 mins. Caucus 2: Same as Caucus 1, but Leader now removes all goals with scores less than (1, 2, ?) Cards attached to "dead" goals are returned to their groups.
15 mins. Round 3: Same, emphasizing proposal deadline.

45 mins. Final tally, followed by analysis, discussion, and modification of outcome.

2½ hrs. Total

Beginning with Round 1, the time schedule is rigorous; a fourth Round is possible if group interest is running high.

ECOLOGUE **12**

How-to-do-it

Instructions for:

COACHING "THE GAME"

PURPOSE:

Work Session 12 is basically a way for four or five groups (rather than one) to re-score their lists of Goals and Possibilities. The purposes of the session are:

(1) To give groups further opportunity to explain their interests and ideas to each other; and

(2) To narrow down the lists of goals and projects to a few which all four or five groups as a whole think are important.

WHAT TO DO:

The main events of this session are:

30 mins. Explanation of the purpose and methods of "the game."
20 mins. Selection of goals for negotiation by each of the groups present.
15 mins. Round 1. Each group tries to get support for its own goals by explaining its ideas and trading support ("votes") with other groups.
15 mins. Caucus 1. While score-keeper tallies scores, groups re-convene to discuss their position, change strategy, and perhaps change their goals as well. New "votes" issued to each group.
15 mins. Round 2. Similar to Round 1.
15 mins. Caucus 2. Similar.
15 mins. Round 3. Similar and last.
45 mins. Discussion and modification of the results.

2 hrs. 50 mins. TOTAL.

The opening explanation, as well as the score and time-keeping, will be done by the Score-keeper. All of the "play" will be done by the participants. The job of Planning Aides is to "coach" their groups so that everyone does as well as possible in the limited time available. Our past tests show that there are a few specific things that CPA's will have to do to help "the game" work right:

(1) Keep your groups "on schedule." If a group "wastes" time, and doesn't select goals or agree on how to spend "votes", everybody's score is hurt. Once the clock starts, make sure your group keeps moving.

(2) Remind your group of the game principles. The three principles or "rules" for "doing well" in this task are:
(a) CO-OPERATE WITH AND SUPPORT OTHER GROUPS, IF POSSIBLE.
(b) CONCENTRATE ON A FEW GOALS OR PROJECTS.
(c) MAKE SURE THAT EVERYONE GETS SOMETHING.
If your group gets confused, remind them of these "rules" or "strategies."

(3) Suggest tactics. For example, if your group isn't getting support for goals it cares about, you should tell them to:
(a) Try talking to groups which they haven't talked to yet.
(b) Withdraw support (take away "votes") from groups which aren't giving them any help.

(4) Help your group take their votes seriously. Make sure your group doesn't simply give its votes away, but spends them on goals of other groups which they either sympathize with, or at least don't object to.

SUGGESTIONS:

As you can see, this is a full evening. If your group is in the habit of coming late, telephone them, and remind them of the importance of arriving on time for this session. THREE OTHER GROUPS WILL BE WAITING.

You should arrive about a half hour early to help set up the room.

ECOLOGUE Work Session 13: Possible Format

PREPARE ARTIFACTS in advance of the session, including:

(1) Wall banner displaying the main questions of the evening (see below.)
(2) Mimeod list, mergered from original goal lists, ordered by (apparent) frequency of mention and group mentioning.
(3) Mimeod list, mergered from four games, ordered by priority score of goal and by game producing goal.
(4) One page summary of both lists, speculating on their meaning in terms of action possibilities.
(5) Self-operating slide show.

DURING THE SESSION: Session should open with 30 to 40 minutes of socializing, during which CPA's informally raise the questions of the evening with their groups. Following this, the order, duration, and initiation is not too important; it's only necessary that each item be touched upon:

(1) Congratulations for having completed an important step, including raising a host of issues, having stayed with it for four months, etc.
(2) Discussion of the main questions confronting us all (as proposed by Bill):
    (a) Do we continue (into action)? (Yes, no?)
    (b) If so, how?
        -- Join other organizations?
        -- Split into various action groups (with some participants dropping out)?
        -- Stay together further, recruit friends, build an organization of our design.
    (c) If stay together for action, toward what goals? (At this point, one of us should be prepared with an interpretive summary of both lists.)
    (d) What do we do with our $2000?
        -- Continue CPA/participant payments?
        -- Pay rent and other expenses through summer?
        -- Subsidize a particular project (e.g., newsletter)?
        (If decision remains murky, we should recommend that each group delegate 1 member to a temporary budget board, to meet between Sessions 14 and 15.)

People should not leave this session with a feeling of "Well what happened?" Voice votes on some items might be a good idea. It may also be wise to expand the budget board's role to include recommendations for action and/or workshops.

ECOLOGUE How-to-do-it 14

Instructions for:

DISCUSSION OF PROGRAM CONTINUATION

PURPOSE:

Session 14 is a major turning point for ECOLOGUE. It is the last session for which participants are paid. During this session, everyone should have a chance to express their feelings and conclusions about the program to date, and to make decisions about:

(1) Whether or not to keep working, as individuals or groups;
(2) Whether or not ECOLOGUE should continue, either as a program of activities, or as a formal organization;
(3) Specifically, what issues, problems, or goals to work on.

WHAT TO DO:

This session takes place in three parts:

A. Program Criticism. (30 to 45 minutes) During this part, people should have a chance to review the whole program in general, and (briefly) the various sessions in particular. To get a discussion going, CPA's should start off with general questions like:

> "Well, how do you feel about the whole ECOLOGUE program so far? About the people in it? About the staff, or about us as Planning Aides? What's been best about the program? Worst?"

As the discussion continues, make sure the following questions get covered, one way or another:

(1) "From beginning to end, did your feeling about the program change? Looking back, does the program make sense now?"
(2) "Which sessions were most interesting or important? Least? What should be changed? Added? Dropped?"
(3) "Was the mapping and photography worth anything? Do you feel like you learned anything from it, or that it helped you produce new ideas?"
(4) "How do you feel about your final documents? Do they say what you wanted to say about yourselves and the neighborhood? Do you feel like you learned something from, or understood, the documents of other groups?"
(5) "Have you learned anything new about this area? Have you gained anything personally to this point?"

During this discussion, one CPA should make notes, as complete as possible, to turn in to Gary Hack.

B. Action Alternatives. (About 1 hour.) Many of the issues about continuing the program, and getting into action, were raised at Monday night's Session 13. CPA's should both ask questions and make suggestions, in order to get discussion going around the following topics:

(1) Who would like to keep working at the same pace -- about one meeting a week? Who might have more time, if the issue were interesting? Who wants to drop out?

(2) If work continues, does the group

-- stay together as a complete set, to work on a single issue or goal, or
-- SPLIT UP FOR PART OF THE TIME, AND WORK WITH OTHER ECOLOGUE PEOPLE ON SEVERAL GOALS?

-- join an existing Cambridgeport organization (Planning Team, CRU, Church group, etc.), or
-- TRY TO KEEP ECOLOGUE PEOPLE TOGETHER, AT LEAST FOR A WHILE, or
-- TRY TO BRING IN NEW PEOPLE (FRIENDS AND RELATIVES) TO HELP THEM WORK ON THINGS THEY CARE ABOUT?

(3) If work continues, what issues or goals might each individual be interested in working on?

As the discussion continues, CPA's should make two concrete suggestions. These are:

(4) One good way to continue working would be to form Workshops around specific goals or projects. These Workshops (maybe 10 to 25 people each) would meet once a week or so, both to learn more and be more specific about the chosen goal, and to find ways to produce action. Depending on the goal or project, Workshop could be short or long, large or small. The MIT staff stands ready to help for at least the next few months, or possibly much longer.

(5) One very important Workshop might be Neighborhood Organizations, which would look at both the future of this particular program, and ways to build effective community action groups. This Workshop would consider:

-- how do we get other people involved, in a Workshop, or in any organization?
-- do we form our own organization, temporary or permanent?
-- if we do, how do we connect up with other Cambridgeport groups?
-- generally, what ways of working are effective for producing action and change?

(These are not questions to be answere by the group on the spot. This is a description of what the Workshop would be about.)

C. Decisions. (30 minutes or so) Groups (or parts of groups) which want to keep working must now make a few specific decisions which they can carry to Session 15 (another big group meeting.) Before the meeting breaks up, Planning Aides should make certain that the group comes to grips with the following possible decisions:

(1) Is the Workshop format a good idea -- or do people feel that some other way of working would be better?
(2) Each person should name one or two things which he/she is personally interested in working on. (In some cases, the group as a whole will do this. CPA's should make note, word for word, of these decisions.)
(3) If the group cares a lot about a specific idea or proposal, Planning Aides might suggest drafting, with the group, a one-page written proposal to take to Session 15. (This might take an extra meeting. The proposal would be reproduced and circulated to everyone.)
(4) Each interested group should select one voting delegate to attend the "Neighborhood Organization Workshop". (This Workshop may end up having some important decisions to make.)
(5) For each continuing participant, CPA's should get the name, address, and telephone number (and permission to use them) for a master list to be circulated at Session 15.
(6) Finally, CPA's should ask people to bring to Session 15 any friends or relatives whom they think might be interested in getting in on the program at this point.

SUGGESTIONS AND WARNINGS:

There's a lot of ground to cover during this session, so don't get hung up at any one point. The "Program Criticism" may be interesting, but don't feel bad about cutting it off and moving on to other things. In parts B and C, don't leave out any numbered item.

Your purpose here is to make sure that all possible alternatives -- the ones listed, your own, and those of the group -- get discussed.

The ECOLOGUE Quick-fast Catch-up Program

18 January 1972

As of today, most of our participant groups are on schedule -- or very close to it. A few groups are desperately far behind, and unless something special is done, they will not be prepared to meet with the other groups in the program.

This "something special" is the ECOLOGUE Quick-fast Catch-up Program, described on the next few pages. The Catch-up Program does several things. First, it short-circuits a good bit of group discussion. Second, it supplies an alternative route for those groups which can not, or refuse to, draw maps and make photos. Finally, it requires that Planning Aides do a larger portion of the group's work for it -- although this larger portion is less than would be required for the full 8 Work Session program.

The principal products of the Catch-up Program are the same as for the full-length program:

(1) The Group Turf Map;
(2) The List of group ideas and opinions, scored for importance;
(3) The Group Ideal Neighborhood Photo-Map.

If you are working with an on-schedule group, you already know how to do almost all the separate tasks in the Catch-up Program.

The Catch-Up Program has been designed for groups which have completed their Individual Interviews, but nothing else. IF YOU HAVE A GROUP WHICH HAS ALREADY DONE SESSION 3, "DISCUSSION REVIEW AND IDEAL MAP", then you should SKIP Catch-Up Session 3, "Group Turf Map", and go straight to Catch-Up Session 4, "Planning for Improvement." Make one change in Catch-Up Session 4: Don't do an Ideal N'hood Map or Discussion; do the Group Turf Map instead.

PARTICIPANT TIME AND PAY: Catch-up Sessions 4 and 5 will probably take about three hours each, so participants should receive double-pay ($10) for them. In addition, people who do their own photography after Session 4 should get an extra $5.

Since the Catch-Up Program is quite different from the normal program, be sure to explain to your groups the purpose and tasks of each session, the documents to be produced, the amount of time required, and the pay schedule.

ECOLOGUE How-To-Do-It QUICK
Revised Work Session 3: Group Turf Map.

In this session, the group works together to produce a Group Turf Map similar to the one CPA's prepare for Session 7 (see How-To-Do-It 7.) Here's how the session should go:

(1) Before the session starts, check through the interview summaries and make a quick list (for your own reference) of neighborhood places mentioned. Also, get a blank base map, and use pencil to sketch on the main features of the individual neighborhood maps -- the boundary or limit of each map, specific places shown or mentioned, etc.

(2) At the session, start out with a short discussion of similarities and differences you've noticed in the individual maps. Then put the base map on a wall or table where everyone can get at it, and explain the color code (the kinds of things the Turf Map should show.) Then have the group complete the Turf Map as follows:
   (a) Put down colored dots for places used or visited frequently, either by everyone, or by a single person. Refer to your list of places mentioned in the interview to help prompt the group; for example, "One of you mentioned Jimmy's store -- does anyone else use it?"
   (b) When all places used or visited have been marked by dots, use green and purple marking pens to show places especially liked or disliked by the group. This can include places or areas which are not used, but simply known about or passed by.
   (c) Put a name or title (Trash Park, Methodist Church, etc.) beside each place or colored dot.
   (d) Have people talk about the streets which are most important (most used) to them. Use a <u>black</u> pen to color streets which <u>everyone</u> agrees to as important; use a grey pen for streets which only some people consider important.

SUGGESTIONS:

Try to have all group members work on the Turf Map. Make sure that they talk to each other about what they're doing, so that one person doesn't do something the rest of the group disagrees with. But if the group has trouble (can't read the base map, etc.), you may have to do it for them, talking to them about what the map shows as you go along.

Since people will have a chance to talk to each other about the neighborhood while making the map, this map will probably show more places than ones prepared by the CPA's from the Individual Photo Maps. That's fine -- the more places or feelings the group can get on this map, the better.

ECOLOGUE How-To-Do-It QUICK
Revised Work Session 4: Planning for Improvement

Revised Session 4 combines ideas for an "ideal" neighborhood (Session 3) with scoring a list of Assumptions, etc. (Session 6.) This session is very important for groups which have taken no pictures, since it sets up a picture-taking schedule.

(1) Before the session begins, use the Interviews and Turf Map to write out a List (on large sheets of newsprint) of Assumptions, Best Features of N'hood, Problems, and Goals. This is just like the list prepared for Session 6, with one exception: The "Best Features" category allows you to include features of the neighborhood people especially like. These might be particular places ("Magazine Beach"), or general characteristics ("Lots of nice old homes".)

(2) When people arrive, have them do an Individual Ideal N'hood Map, just like for Session 3. IF YOUR GROUP CAN'T OR WON'T DRAW MAPS, be prepared to do an "Ideal N'hood Discussion" instead. Here are some things to do to make the discussion work:
   (a) Ask people to talk about and describe the place they would most like to live, if they could live anywhere. Help them to be <u>specific</u>: "Well, what would be the nicest things about living in Denver?"
   (b) Ask people about places and towns where they used to live. What do they miss most about their former n'hoods? In what ways is Cambridgeport better or worse than the place they came from? And so on.
   (c) Ask people how Cambridgeport would have to be changed to make it "ideal" or "perfect" for them.
   Use the Interviews to help prepare for this discussion. But don't spend more than 45 minutes on this part (Map or Discussion.)

(3) Put the List on the wall, and add any new ideas the Map or Discussion have produced. Talk about what the list means, and then have people score the items for importance <u>to themselves</u>. Total the scores, and have a brief discussion of the results.

(4) Explain briefly about the Group Ideal Photo-Map (next session). Then use both the Turf Map and the scored list to select places, activities, and projects to be photographed for the photo-map. Divide up the work so that everyone has something to photograph, and set a deadline for getting film back. Also ask everyone to look for magazine pictures.

SUGGESTIONS:

If your group can't or won't take photographs, you'll have to do it for them. Don't be stingy with film; you can take a couple shots of each place, from different angles, to make sure that at least one turns out.

ECOLOGUE How-to-Do-It QUICK
Revised Work Session 5: Group Ideal Neighborhood Photo-Map

Once you have proof sheets back from the print shop, you are ready for Revised Session 5. This session combines sizing the photos for importance (Session 7) with assembling the Group Ideal N'hood Photo-Map (Session 8.) The trick, of course, is that you don't have enlarged photos to make the Photo-Map out of. Here's how it's done:

(1) Lay all the proof sheets out on a table, and have people look them; you'll probably have to help people identify the places shown, if they haven't taken the pictures themselves.

(2) Have people decide on how important each place or activity is, and mark the photos for size just as you would for Session 7 (A = large, B = medium, C = small size.) As you do this, write the name of the place or activity ("Teen Center", "Skiing", etc.) on a large, medium, or small square card, as appropriate. <u>These cards are substitute photographs</u>. Be sure to get the right name on the right-sized card.

(3) Use the "photographs" (cards-with-names) to construct the Ideal Photo-Map just as you would normally do in Work Session 8. Complete the Photo-Map in exactly the same way.

After the session, mark the negatives for enlargement just as you would normally do for Session 7 (see instructions). Have the pictures enlarged, then glue them to the photo-map right on top of the cards with their names. In other words, cover the substitute photographs with real photographs. Don't have a group meeting for this; you can do it yourselves in half an hour.

Your group is now ready to meet with others.

APPENDIX B.

Goals for Cambridgeport

Little of the "product" of the program lends itself to easy reproduction, chiefly being large-scale maps, collages, individual photo-sets, etc. Not only is that material difficult to reproduce, but it is also both value-laden and personal, not to be released without explicit participant permission.

One product, however, is illustrative of what was accomplished, is reproducible, and non-personal. That is the following listing of "Goals for Cambridgeport", really a mixed collection of goals, policies, and suggested actions.

The Cambridgeport ECOLOGUE Program March 5, 1972

GOALS for CAMBRIDGEPORT

In the last four months, we've come a long way in describing neighborhood problems and possibilities, and the two lists here are an important part of that description. The first list (yellow sheets) puts together all the "Goals, Possibilities, and Projects" which each group scored in Work Session 6. The second (green sheets) is the result of the three- and four-group meetings during Work Session 12.

There are many ways to look at these goals. For example, some goals would cost a lot of time, energy, and money. Others would be fairly easy to accomplish. Some of the suggested projects we can start or finish by ourselves; other projects require us to deal with "outsiders" -- city government, MIT, absentee landlords, and so on.

The Session 12 list looks shorter and more "organized" than the list from Session 6. It is -- but it may also have some problems. Many personal and specific goals from the first list got swallowed up by larger, more general topics in the second. And if different combinations of groups had met in Session 12, the goals and their priorities might have turned out differently.

Finally, we have tried to group the goals into sets of similar ideas, but some sets of ideas may still be hidden. For example, nobody suggested, in so many words, the goal of "Make the neighborhood look nicer." But if that were a goal, it would include projects or ideas suggested under "Housing", "City Services", and "Parks", to name a few.

Each of us has only a limited amount of time to spend on neighborhood affairs. If we continue working, we'll have to select a limited number of things to tackle first. These two lists are not "The Answer" to what we ought to do next. But they can help us decide what we want to do.

The Cambridgeport ECOLOGUE Program:
LIST of PARTICIPANTS AND GROUPS

1. The Clapp Group
Elizabeth G. Clapp
Emma L. Landry
Pat Landry
Miriam L. Piercey

2. The Challengers
Christa W. Cooper
Charlotte Lowe
David Lee Lowe, Sr.
Joyce A. Williams
Stephen Williams

3. Friends of Hastings Square Garden Club
Joseph Barbieri
Elizabeth Bohlen
Henrietta Davis
Roger Jeanty
Barbara A. McHugh

4. The Nameless
Camilla Costain
Sandra Murphy
Iris Sturzenegger
Marjorie Wechsler

5. The Pleasant Group
Florence Betts
Emily Mahon
Connie Yee

6. The Lee Group
Arthur B. Houston
Dorothy A. Lee
Lester P. Lee

7. The Senior Clan
Lucy Corr
Grace E. MacFarlane
Eva Quinby

8. Young Adults
Susan Donath
Jean Guenther
Mary Handel

9. Teenage Boys
Robert Jones
David Lee Lowe Jr.
Craig Sisco
Richard B. Ward
Willis Williams

10. The Internationals
Rita A. McAleavey
Irene Ravanis
Theresa C. Rogers
Mary E. Watson

11. The Bridge
Mary E. Axton
Richard Defieux
Erin Graham
Margaret C. Hayes

12. Teenage Girls
Jacquelyne M. Brown
Irma Nydia Munoz
Sylvia Pearson

13. The Thinkers
Peter Baccus
Harry Photopoulos
Lucille Canina

14. Freyas
Rita Cunningham
Madelynn Davis
Mary Dempsey
Rosemary Shea
Teresa Sullivan

15. Los Dedos
Beverly Cartwright
Gladys Layne
Theodore Layne
George Taylor

16. The Fathers Fore
George R. Gittens
Peter J. Karon
Stephen Salpas
Raymond Sullivan

17. The Vultures
Donald Conrad
Leonard DiMuzio
Thomas Doherty
Roy Vasseur

Results of Work Session 6:

GOALS AND PROJECTS LIST

In the following pages are all the goals and projects which each group scored during Session 6. We have used your exact wording for each goal. To help make this list readable, the goals are grouped into sets of similar ideas, such as "Employment & Industry" or "Get Everyone Involved in City Affairs." (Many goals can actually fit into more than one set.)

After each item in the list is the group number, and also an "importance" number in parentheses. The number in parentheses shows how important this goal was to the group. Each group's goals were divided into four sections: (I) stands for goals which were voted as most important in Session 6, (IV) for least important goals, and (II) and (III) for goals in between. If a group did not score a goal in Session 6, this is shown by (-).

EXAMPLE:

"Better use of Riverfront 16 (I)"

This goal was proposed by Group 16, The Fathers Fore (see "List of Participants and Groups"), and it was voted as one of the group's most important goals.

Lots of ideas have come out of this program. We've typed up the following pages so everyone can see just how many different goals or projects you have suggested working on so far.

TABLE OF CONTENTS

Goals and projects related to:	page:
RECREATION	1
IMPROVE RIVER FRONT	1
THE WAR	1
MULTI-SERVICE CENTER	1
MORE WAYS TO MEET DIFFERENT PEOPLE / IMPROVED COMMUNICATION ABOUT NEIGHBORHOOD.	2
EMPLOYMENT AND INDUSTRY	2
DAY CARE	2
HEALTH	2
DRUGS	2
SCHOOLS / EDUCATION	3
THE UNIVERSITIES	3
GET EVERYONE INVOLVED IN CITY AFFAIRS	3
LIBRARY / MUSEUM	4
ENTERTAINMENT	4
POLICE	4
STORES / RESTAURANTS / BUSINESS ACTIVITIES	4
TAXES	5
STREETS / SIDEWALKS / LEASH LAWS / CLEAN UP CAMPAIGNS	5
TRAFFIC	5
TRANSPORTATION	5
ECOLOGY	6
PARKS / GREEN AREAS	6
LAND USE	6
SUNOCO STATION	6
GOOD WILL BOXES	6
TEEN CENTER	7
ELDERLY ACTIVITIES	7
HOUSING	7-8
BETTER CITY SERVICES	8
CO-OPERATIVES	8
LOWER DRINKING AGE	8
DIRECT ACTION CAMPAIGNS	8
POVERTY	8
FAMILY RELATIONS	8

RECREATION

- Greater use of University recreation 16(III)
- Build neighborhood skating and hockey rink 10(II)
- Ice skating rink 12(II)
- Put in tennis courts 10(IV)
- Gym 12(II)
- Sporting arena 14(-)
- Roller skating rink 12(III)
- Sports (football, basketball, hockey, etc.) for girls 12(III)
- Better swimming pools (indoor) 12(II)
- Keep Morse gym open until 11:00 expecially in summer 9(IV)
- Need playing field for football and other games nearby 9(II)
- Build full-court basketball courts in Alberico Park 9(II)
- Repair and modernize MDC boathouse 9(I)
- Play streets, tot lots 6(I)
- Steam boat to Boston on the Charles 3(IV)
- Arts and crafts workshops 3(III)
- Cycling lanes on streets 3(III)
- Facilities for kids to play,amusements, tot lots. A center for kids of all ages with separate areas for kids of different ages 2(-)
- Better use of river bank- new activities, festivals, dances 3(II)
- Charles should be cleaned 13(III)
- Add a neighborhood football field or stadium. Use of MIT stadium and facilities 17(I)
- More neighborhood basketball courts 17(I)
- Golf course 17(IV)
- Build a neighborhood hockey rink 17(IV)

IMPROVE RIVER FRONT

- Improve Magazine Beach and the Riverfront- repair swimming pool 10(I)
- Better use of Riverfront 16(I)
- Clean up Charles River 16(I)
- Cleaning up and using the Charles 3(I)
- Better use of river bank- new activities, festivals, dances 3(II)
- Charles should be cleaned 13(III)

THE WAR

- End of war 12(I)

MULTI- SERVICE CENTER (see also DAY CARE, HEALTH, TEEN CENTER, ELDERLY CENTER)

- Multi-service center 11(II)
- Community center 3(I)
- Community cultural center 15(-)
- Separate (from teens) adult center; (each have something to do) 9(II)
- A community drop-in center combined with health care facilities and day care center, to be financed by MIT and perhaps used by the MIT community as well 4(-)

MORE WAYS TO MEET DIFFERENT PEOPLE &
IMPROVED COMMUNICATION ABOUT NEIGHBORHOOD

- Improve communications about neighborhood affairs (need better ways to find out what's happening) 10(I)
- Newsletter 16(I)
- A guide to put out about services, activities in Acmbridge so that people know what is available 2(-)
- Neighborhood radio, TV, newspaper 3(II)
- More people getting to know each other 3(I)
- Commitment to communication between different groups- mechanisms to produce contact and break stereotypes; neighborhood street meetings; maybe use churches. 13(IV)
- People's information centers 3(II)
- More coverage in the Chronical of Cambridgeport, more balanced coverage of all the news. 4(-)
- Church organization should tap church organizational strength for collecting ideas and diseminating information 13(IV)

EMPLOYMENT AND INDUSTRY

- Job training centers 15(-)
- Jobs for teens 12(I)
- Create employment programs for kids 17(II)
- More jobs in Cambridgeport 15(-)
- More jobs 24(-)
- Local industry hire local people 16(II)
- Limit heavy industry 16(I)

DAY CARE (see also: Multi-Service Center)

- Day care centers 15(-), 3(II)
- Day care center- adequate child care 6(II)
- Child day care for those in need 7(IV)
- Babysit fewer children at home 12(IV)
- More day care- local control of city programs likely to occur (from design phase on); enough day care (e.g. for people without cars); time limit for any one child of working hours; age limit (toilet trained); progressive fee structure (free for low income); creative centers but not instruction 13(III)
- Day care pre-school. 11(I)

HEALTH (see also: Multi-Service Center)

- Health Clinic (whole person) 3(I)
- Free hospitalization for hardship cases 15(-)
- Health center 16(III)
- Socialized medicine 6(I)
- Local comprehensive free health facility 11(I)
- Veterinary clinic 3(IV)
- A 24-hour medical center 2(-)

DRUGS

- Drop-in center: emergencies, suicide, prevention, drugs, alcoholics 6(II)
- Drugs- closer police surveillance of traffic; drug education for parents; drug education in schools 13(II)
- Alleviate drug abuse 14(-)
- A 24-hour drug center with a hot line and drug education 2(-)

SCHOOLS/ EDUCATION

- Schools- mechanism for community input 13(I)
- Schools- more relevant, powerful, involved PTA community direction of community schools program 13(I)
- Schools- more progressive schools, marked by flexibility, innovation, experimentation (e.g. with open classroom) 13(I)
- Schools- retraining of teachers toward more flexibility 13(I)
- Better conditions in the High School 15(-)
- Better programs in afternoon schedules at school (Black history, etc.) 12(I)
- Neighborhood free day and night adult education center 15(-)
- Better food in school cafeteria 12(I)
- Create better schools 14(-)
- Education through free schools for all ages 3(II)
- Remove school superintendant 12(IV)
- Schools- use new superintendant to work around bureaucracy 13(I)
- Schools should be arranged K-4, 5-8, 9-12. 13(I)
- Combine the two Cambridge High Schools 17(IV)

THE UNIVERSITIES

- People of Cambridge take city back from colleges 1(-)
- Control expansion of universities 15(-)
- What to do with Simplex- neighborhood involvement 3(II)
- To put MIT and Harvard in a cage to keep them from buying up so much land 2(-)
- University could be controlled by the city if the will is there; tighter zoning (fewer variances), public pressure, charging more for services 13(I)
- University controlled land should be used for substantial housing for residents as well as student housing (for Riverside, Treelmnd, Simplex) 13(I)
- Find out extent of University holdings 13(I)
- Stopping university expansion 3(II)
- MIT and Harvard should take more of a social interest in the neighborhood 4(-)
- People of Cambridge take city back from colleges 1(-)

GET EVERYONE INVOLVED IN CITY AFFAIRS

- Local government- ward system, grass roots determination of issues 3(I)
- Involvement of all nationalities and kinds of people in planning for the neighborhood. 4(-)
- Neighborhood wardens 16(IV)
- Places, ways to air differences, grivances, more effectively-- aggressive community groups to make views known (e.g. CRU got more foot patrolmen) 13(IV)
- Organize volunteers to fix up the places they use. 3(III)
- Get everyone involved in city affairs 7(III) , and 10(II)
- Communication with city officials 6(III)
- Need more proposals for government funds; with money there is power 17(I)

LIBRARY AND MUSEUM
- Library 11(III)
- Library in Cambridge- better selections 12(IV)
- Branch library 3(III)
- Museums, library 6(IV)
- Gallery for travelling exhibits 3(IV)

ENTERTAINMENT
- A music hall, theater, etc.- entertainment for children and adults in central square 2(-)
- Local hall for concerts 3(III)
- Add places for entertainment (nightclubs, theaters, opera houses, etc.) 10(IV)
- Add places where teens can drink and dance 17(II)
- Social club- cards, chess 6(IV)
- Less X-rated movies 12(III)
- Bring in better shows (like in Boston) 17(III)
- Add a dancing bar for kids 8(II)
- More dances 12(IV)
- Add coffeehouse 8(III)

POLICE
- Better police protection and relations with neighborhood 15(-)
- Better police/community relations 3(I)
- Police leave kids alone on corner 12(II)
- Better police protection 16(II)
- Better police protection- more foot patrolmen 10(I)
- More foot patrolmen 1(-)
- Better police patrols on foot 6(IV)
- Better police protection- more foot patrolmen 7(I)
- Greater use of auxilliary police 16(II)
- Police the kids 1(-)

STORES, RESTAURANTS, BUSINESS ACTIVITIES
- Add a shopping center or shopping mall 10(II)
- More stores (shopping mall) 14(-)
- Compact shopping center 6(III)
- Clean stores- like Joe's on Pleasant St. 9(III)
- Add a good florist shop 8(IV)
- Places to eat nearby 9(IV)
- Add a pizza and sub shop 17(III)
- Food, clothes stores in the neighborhood 2(-)
- Add organic restaurant 8(III)
- Add organic food store 8(III)
- Add an all-night food and drug store 8(IV)
- More small businesses, activities, places to go scattered throughout the neighborhood 4(-)
- Community owned and operated bakery 3(III)
- Neighborhood credit union/bank 3(II)
- Selective buying and boycotting of supermarkets that raise prices on welfare days and sell inferior meats 6(II)
- Cafes- outdoor and indoor 3(I)

TAXES
- Broader tax base 16(III)

STREETS, SIDEWALKS, LEASH LAWS, CLEANUP CAMPAIGNS
- Clean streets 9(III)
- Clean up the streets, get the cop on the beat 2(-)
- Regulated street cleaning 16(II)
- Get trash out of streets and vacant lots 10(I)
- Repair streets, keep them clean 3(III)
- Resurface streets 8(II)
- Clean streets, beautify neighborhood 7(II)
- Improve sidewalks 16(III)
- Cleaner, better maintained and better lighted streets 15(-)
- Better street lighting- better sidewalks 7(1)
- Better street lighting 16(IV)
- More light on dark streets-- Calender, Montagu, Gilmore, Howard, Dodge 6(III)
- New street name signs 3(IV)
- Remove political signs after elections 8(III)
- Dog office enforce laws 1(-)
- Enforce maintenance of sidewalks in front of buildings 8(II)
- Curbing dogs- enforce leash law 6(I)
- Hire dogcatcher and enforce leash law 8(II)
- Closing off streets, play areas 3(II)
- People should take pride and not litter; should be neighborhood cleanup campaigns 13(III)
- More clean-up campaigns like the one we (teens) had to get money for the ski-trip 17(I)

TRAFFIC
- Do something about "accident corner"- Putnam at Pleasant 9(IV)
- Improve traffic flow 16(IV)
- Reduce traffic quantity and speed- more busses 3(I)
- Make Magazine St. one way 6(IV)

TRANSPORTATION
- Better public transportation system 15(-)
- Transportation- more complete transit coverage (Putnam Ave. line?); use smaller vehicles if financially possible 13(III)
- Better transportation- including bus on Magazine St. 6(I)
- Mini-busing 16(IV)
- Free buses and bicycles 14(-)
- 10¢ for everyone to ride mass transit 12(-)
- Better control of cabs; keep them from requiring destination in advance. 6(II)
- Resident stickers for cars (parking) 15(-)
- Required resident parking stickers 1(-)
- Establish safe bicycle paths or routes, and prohibit bikes from heavily travelled roads 8(1)
- Close entire area to automobiles 8(IV)
- Close part of Memorial Drive on Sundays 8(IV)
- Improve transportation away from Boston out to suburbs 10(III)
- Improve transportation to museums and other places of interest to children 10(III)
- No inner belt 13(IV)

ECOLOGY
- Should be Cambridgeport ecology group- action speakers, stimulate interest in ecology. Could get help from national organizations. 13(III)
- Need recycling effort; community group could start 13(III)
- Recycle garbage 12(III)
- Use recycled trash for land fill 12(III)
- Control pollution 14(-)
- Beautification 6(IV)
- Transform polaroid building- too ugly 3(IV)
- Billboard removal 3(IV)
- Clean up empty lots right away 9(I)

PARKS, GREEN AREAS
- Flowers and benches in Hastings Square 3(IV)
- Better larger and cleaner parks with ponds, like the Public Gardens 14(-)
- Add public gardens (similar to Boston) 9(I)
- More trees, green areas 3(II)
- Build on empty lots- use in some way (modern houses, parks) 9(I)
- Green acres 11(III)
- More tot lots 11(IV)
- Better sitting area in Alberco Park 9(III)
- Put in safer tot equipment in Alberco Park 9(III)
- Clean up Alberco Park (Glass, trash) 9(I)
- Repair Alberco Park (like basketball rims) 9(I)
- Parks; structures should be made of more durable materials; should be more personnel in parks (esp. men); should be more creative, more room for use of child's imagination; more supplies for individual park leaders; more efficient administration, more in touch with Cambridgeport kids. 13(III)
- Tear down fences between houses and make yards and public parks 8(III)

LAND USE
- Better land use 11(II)
- build on empty lots- use in some way (modern houses, parks) 9(I)

SUNOCO STATION
- Clean up Sunoco right away 9(II)
- Tear down Sunoco Station or modernize it (like Atlantic or Shell) 9(II)

GOOD WILL BOXES
- Clean up good will boxes 3(IV)

TEEN CENTER
- Finish up teen center right 17(I)
- Better programs at teen center- drug rap 12(IV)
- Create more groups for teen to get into. We have a lot of ideas but need direction to release them. 17(I)
- Teenage activities 3(I)
- Outlets for "destructive" teenage energy 3(IV)
- Teens should let senior citizens use Teen Center during the day and have useful things for them to do like minding children, sewing classes, knitting, or craft shops. 17(I)
- Have teen center give field trips (skiing, tabbogoning) 17(II)

ELDERLY ACTIVITIES
- Elderly center 16(I)
- Useful work, community contact for elderly 3(I)

HOUSING
- Housing rehab program for resident owner by federal money 15(-)
- Better zoning laws 15(-)
- Enforcement of housing, health and building code regulations 15(-)
- More resident homeowners 15(-)
- Get the rents down and keep them down 15(-)
- Low income housing 3(I)
- Cooperative ownership of housing 3(II)
- Repair or tear down old rundown buildings; tear down unused buildings. 9(III)
- People should be given tax break for rennovating housing 3(III)
- Condominiums 11(IV)
- New houses should be modern (like house on Florence St.); all new buildings should be modern 9(IV)
- More low and middle income housing, some of it mixed income, not high rise, but like individual houses. 4(-)
- High rises on River 16(II)
- Build low cost independent housing for veterans 10(IV)
- Better housing 7(I)
- Renovate, clean-up rundown housing 7(II)
- New housing for families, not for students 6(I)
- Cooperative ownership of housing 3(II)
- People own their own homes 6(IV)
- Enforce maintenance of buildings (paint) and lots (planting) 8(I)
- Housing- good, low income housing needed (like Woodrow Wilson Courts); small limited number of units per project; not stigmatized; separate units for elderly and families. 13(II)
- Housing- medium density good (example: between Back Bay and suburbs) / mixed architecture good. 13(II)
- Housing- limit high rise (e.g. not on gas station site on River; Mass Ave more acceptable) 13(II)
- Housing - people should keep houses up (recognize money limits). Low interest loans should be available. 13 (II)
- Housing- 'immediate need' accommadating stores near elderly housing if feasible (enough units); example- Erie St. 13 (II)
- Housing- mixed housing- low and moderate income together 13(II)
- Establish a commission (e.g. historic district type) to help control the appearahce of the area 8(I)
- Preserve, renovate old housing 8(I)
- Rent Control 3(I)
- More low income family units 1(-)
- Maintain esthetic quality of architecture 3(III)
- Renovate, clean up run down housing 10(II)

HOUSING, CONTINUED
- More low cost housing and housing for the elderly 14(-)
- Better housing 11(I)
- More neighborhood control of housing (who owns it, who lives there, etc.) 10(IV)
- Public housing with bigger windows and doors, split level arrangements, etc. e.g. Lincoln Way Apts. 6(II)
- Improve tenant/landlord relations (rent control vs. tax increases) 10(III)
- Build low cost housing for the elderly- build moderate income housing in this area 10(III)
- Upgrade condition of houses 1(-)
- Recognize student preference for non-dorm, non-campus housing as legitimate; they shouldn't dominate, though. 13(IV)
- Transients and long term residents- need to stabilize neighborhood; long term residents should not be pressured out; goal is mixed neighborhood; method: rent control. 13 (IV)
- University controlled land should be used for substantial housing for residents as well as students 13(I)

BETTER CITY SERVICES
- Better city services 11(II)
- Eliminate bureaucracy in social services 6(I)
- Better garbage collection and more individual effort to control the trash problem. 4(-)
- Better municipal services- code enforcement, snow removal, street cleaning 6(III)
- Telephone booths that work 6(III)

COOPERATIVES
- Communal living for families and elderly as well as young people 3(III)
- Cooperative ownership of housing 3(II)
- Food coop (through much work) 13(IV)
- Cooperative launderomat 3(III)
- Cooperative greenhouse 3(IV)
- Cooperative sauna bath 3(IV)
- Community owned and operated bakery 3(III)
- Cooperative workshops and auto repair garages 3(III)
- Neighborhood credit union/ bank 3(II)

LOWER DRINKING AGE
- lower drinking age 12(IV)
- Add places where teen can buy beer and wine 17(III)

DIRECT ACTION CAMPAIGNS
- More action campaigns like the mayor had on drugs 17(I)
- Selective buying and boycotting of supermarkets that raise prices on welfare days and sell inferior meats 6(II)

POVERTY
- Wipe out poverty 14(-)

FAMILY RELATIONS
- Parents (better relationships, more independence for kids) 12(II)

8/8

Results of Work Session 12:

GOALS AND PROJECTS LIST

Most of you had a chance to be part of one of the four separate meetings for Session 12, during which you voted for goals and projects which you thought were most important, or most interesting to work on. The four meetings, and the groups present, were:

Wednesday, 23 February (W)

9. Teenage Boys
10. Internationals
11. The Bridge
13. The Thinkers

Thursday, 24 February (T)

3. Friends of Hastings Square
5. The Pleasant Group
6. Senior Clan

Saturday, 26 February (S)

2. Challengers
8. Young Adults
14. Freyas
16. Fathers Fore

Monday, 28 February (M)

1. The Clapp Group
4. The Nameless
6. The Lee Group
15. Los Dedos

This is a list, almost word-for-word, of goals from all four meetings. The goals have been arranged in three sets: High Priority (15-16 points), Medium Priority (8-12 points), and Low Priority (1-6 points) Goals. Within each set, specific goals which seem to express similar ideas (e.g., ideas about "city services") have been put next to each other. The code letter at the left tells which day, and which combination of groups, produced that goal or project.

HIGH PRIORITY GOALS

(W) Build Low-Cost Housing for the Elderly; Build Moderate Income Housing in the area.

(S) HOUSING
(1) Low cost housing.
(2) Housing for the elderly.
(3) Build new homes; restore old homes worth restoring.
(4) Effective rent control.
(5) No absentee landlords.
Low interest home improvement loans.

(S) Rent control that works!

(M) HOUSING
(1) More new low and middle income housing; general improvement of existing housing.
(2) More resident homeowners -- housing for families, not students.
(3) More stringent zoning laws; better control of the development of the neighborhood.
(4) Enforcement of housing and building codes.
(5) Effective rent control.

(M) Make absentee landlords take better care of properties, provide parking for their tenants; eliminate rent gouging and apartment stuffing.

(W) Parks
(1) Clean.
(2) Safe.
(3) Creative.
(4) Good administration.
(5) Better use of the river area.
(6) Emphasis on Alberico Park.
(7) Tot lots.

(W) Unused lots and buildings -- clean, repair, use.
Community supervision of land use -- Simplex.

(W) Repair MDC Bath House and Pool.

(S) ENVIRONMENT
(1) Riverfront: High rise housing for all incomes; improve with parks and playgrounds; clean up; no water pollution; tennis courts.
(2) Better, larger, cleaner parks.
(3) Air pollution control.
(4) Recycle wastes.
More open space -- small parks, more trees, tear down fences between houses and make yards into common areas.

(M) New recreational facilities for all ages; betterment of existing facilities, i.e., Charles River, etc.

(W) Day care centers.

(S) FAMILY LIFE CENTER
(1) Free medical clinic.
(2) Drug treatment center.
(3) Day care center.
(4) Alcoholics Anonymous
(5) Counseling services (nutrition, education, hygiene.)
Legal services.

(M) DROP-IN/DAY CARE/FAMILY LIFE CENTER(S)
(1) Medical and mental health care facilities.
(2) Drug and alcoholic treatment programs.
(3) Day care; play streets and tot lots.
(4) Emergency care; suicide prevention.
(5) Job counseling; other counseling services.
(6) Community cultural center.
Socialized medicine.

(T) Improved city services.
Clean streets.
Better snow removal.
Improved sewerage and drainage systems.

(S) Regulated street cleaning; improve streets and sidewalks.

(M) BETTER MUNICIPAL SERVICES
(1) Cleaner streets.
(2) Garbage and snow removal.
(3) Curbing of dogs -- enforce leash law.
(4) Better street lighting.
(5) Code enforcement.

(T) Traffic policeman for school children at Putnam Avenue and Pleasant Street.

(S) Reduce crime rates and police corruption.

(M) Better police protection, and better police-neighborhood relations.

(S) TRANSPORTATION
(1) Free and more busses.
(2) Free bicycles and stands around the community.
(3) Less cars and traffic.
Mini-busses.
Bicycle paths throughout the area.

(M) TRANSPORTATION
(1) More efficient, convenient public transportation -- better service after 7:00 PM, and on Sundays -- bus along Magazine street.
(2) Assessment of solution to neighborhood parking issues -- parking stickers for residents' cars.
(3) Cleaner, better maintained, and better lighted streets.

(S) EMPLOYMENT
(1) More jobs for community residents.
(2) More jobs for teenagers (lower age limit.)
(3) Useful jobs for the elderly.
Local industry hiring local residents.
Center to help get jobs and help with job counseling.

(M) Jobs for ex-convicts commensurate with ability; not prison reform so much as enlightening society to the needs and rights of the ex-con.

(W) Schools
(1) Better.
(2) More progressive.
(3) Community involvement.

(M) EDUCATION
(1) Better conditions in the high school.
(2) Job training center.
(3) Free neighborhood day and night adult education.
(4) Improve curriculum in public schools.

(S) Stop university expansion; stop MIT and Harvard from coming in on us from both sides.

(M) Control university expansion; better relationships with Harvard and MIT.

(S) Neighborhood newsletter.

(S) Neighborhood wardens.

MEDIUM PRIORITY GOALS

(T) LOCAL GOVERNMENT: More people involved in the neighborhood -- "grass roots" organizing -- newsletter.

(W) Comprehensive family life center (with health clinic.)

(W) Pollution
(1) Recycling.
(2) Neighborhood clean-up campaigns.
(3) Charles River clean-up.

(W) Better police protection -- more foot patrolmen.

LOW PRIORITY GOALS

(T) Good housing (continued strong rent control) -- use vacant lots for low income housing.

(T) Housing for the elderly -- but not in highrise, not in a project, and not with families.

(W) Improve tenant-landlord relations (rent control vs. tax increase.)

(T) Police-Community relations: Better protection for us all -- more foot patrolmen.

(T) Stop light on the corner of Putnam Avenue and Pleasant St.

(W) Separate centers for teens and adults.

(S) Center for kids of all ages, with separate areas and programs for kids of different ages.

(T) Riverfront -- use it better, clean it up.

(T) Bakery and Indoor/Outdoor Restaurant or Cafe (where people can get together to talk.)

(T) Better street lighting.

(T) DAYCARE: Co-operation among parents to insure safety and cover parents' emergency absence.

(T) Best use of Simplex for the neighborhood -- control of university expansion.

(W) <u>University Issue</u>
(1) Co-operation between the community and the university.
(2) Control of university expansion.
(3) Effect on <u>taxes</u>.

(T) Community Center for Arts and Crafts.

(W) Responsive city services.

(W) Improve communications about neighborhood affairs. Need better ways to find out what's happening. Get everyone involved in city affairs.

(M) New samll businesses under community control for convenience and employment of residents.

Two groups were not able to attend any of the meetings for Session 12. One of these two, 12. Teenage Girls, and narrowed down their own goals and projects to a few high priority items:

1. Jobs for teens.
2. Better programs in afternoon schedules in school.
3. Better recreational facilities:
   a) indoor swimming pool
   b) free gym
   c) roller skating rinks
   d) more sports for girls
4. Better programs at teen center:
   a) field trips
   b) less expensive activities